Learning TO CARE FOR Children

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Learning to Care for Children

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Learning to Care for Children

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PREFACE

One of the worthwhile contributions many high-school boys and girls can make and are making toward a better community and home life lies in caring for younger brothers and sisters in their own homes and in helping to care for children in other people's homes, and sometimes in play groups, kindergartens, and nursery schools. If the boy or girl understands children, he will be more effective in helping children grow up right, his satisfaction in his work will be greater, and his understanding of human relationships will be better. The application of this understanding in caring for children is the immediate and present aim of *Learning to Care for Children*.

As important as the immediate aim of this book is, there are even more important long-time benefits accruing for high-school boys and girls from their knowledge of and experiences with children. It is no exaggeration to say that out of better care for children *now* will arise better parents for tomorrow's children, better children for tomorrow, better communities, and a better America for the future.

Obviously, learning to assume responsibility in the care of children involves more than just reading about them. Boys and girls learn more effectively if they have an opportunity to relate their own experiences to their growing knowledge. For this reason, they will need chances to observe and work with children in many different situations, to discuss what they have seen and experienced, to consider problems in child care growing out of such experiences and discussion, to look in source materials for interpretations of these, and to do further reading.

Children are individuals and this fact must never be forgotten.

Ready-made solutions to children's problems are neither possible nor desirable. The child must always be considered in the light of his total situation. Boys and girls can, however, through observation and experience with many different children in many different situations arrive at a working philosophy of child care. Such is the purpose of education in this important field.

Many high-school girls and boys have younger brothers and sisters; most communities have agencies and organizations concerned with the welfare of children. These supply the laboratory experiences for learning to care for children. Many of these organizations will have much to contribute to both the training and experience of high-school boys and girls in the realm of child care. Many, too, will offer high-school students real opportunities for service, once training has been given. How the many community resources available are used will, of course, depend quite largely upon the individual teacher. The training of high-school boys and girls to care for children will require much ingenuity and imagination on the part of teachers everywhere.

D. E. B.
E. P. A.

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INTRODUCTION

As high-school boys and girls, you often feel disheartened over your inability to contribute to the building of better homes and better communities. Actually you have very little reason for feeling discouraged. Increasingly, young people are finding many opportunities for advancing a better home and community life.

One of the most worthwhile contributions which many high-school youth can make to better family and community living lies in assuming responsibility for the care of children either in their own homes or in homes of friends and neighbors. Some young people will find opportunities for service in play groups, school lunch rooms, nursery schools, kindergartens and even clinics.

There is no denying that it takes a wise person to care for a child successfully. Common sense is, of course, a great help, but there is much to be learned about the job. *Learning to Care for Children* is written to help you do this job better and more effectively. In the process you may learn much of value about yourself and other people as well as about children.

Probably the most important piece of advice that can be given to anyone who is assuming the responsibility for the care of a child is, "Above everything else, enjoy the youngster." Indeed, enjoying and liking children are perhaps the most important qualifications for this undertaking.

This does not mean, of course, that the person responsible for the youngster should overindulge in fondling or caressing, or that the child should be spoiled, but it does mean that the relationship should be affectionate, gay, and friendly from the very start. Children are sensitive and quick to respond to a smiling face, a friendly voice, and a kindly, humorous, and leisurely manner. The key to good relationships with children is a genuine liking for them.

Atlas Photos.

Life can be merry. Friends can be gay.

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Helping the Child Learn About and Enjoy His World

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A NORMAL HEALTHY CHILD is an explorer, an experimenter, an open-minded maker of mistakes, and above all, a learner. Although he finds out many things for himself, there are other things with which he needs help from older people. He has to depend upon them for understanding, for sharing experiences, and for guidance. As he advances along the way from two toward ten, his problems in learning about the world change, shift, or merge, but always his quest for knowledge, for experience, for understanding goes on. Every young person who meets or lives with children can make this quest more sure and more successful.

THE SMALL CHILD'S WORLD

To the little child, the world is big and strange. He is in it and he has much to learn about it. The first and perhaps the most important way of helping him is to see the world as he sees it. We have to look at the world from the little youngster's point of view. If all the trees in your yard were the size of California redwoods; if your house and its furnishings were built to scale with these trees; if in this house lived a race of giants almost twice as tall as you, then you would be living in a world about like that in which the little child lives.

Two-year-old Bobby, three-year-old Sue, four-year-old John, six-year-old Betty live in houses where the stairsteps are too high; they cannot readily move the chairs; they cannot easily see out of the windows; they cannot eat at the table without a chair almost as high as their heads. On every hand, they find themselves dwarfed.

The size of everything surrounding them may be an upsetting factor in many children's lives. Perhaps more of the youngsters

Ralph H. Anderson from Atlas Photos.

A chair of one's own. A book to read.

around us than we realize feel insecure, thwarted, "not belonging" in their cumbersome, limited surroundings.

One way in which we may help them is by giving them child-sized articles for everyday use to increase their security. A small

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chair or two, a low table (these can be made out of orange crates, small boxes, or odd pieces of lumber), low hooks for his clothes, low shelves for his playthings, a puppy or a kitten, may help to make the child much happier; thereby a part of his world has been reduced to fit him, and thus his "sense of belonging" may be much increased.

ANSWERING CHILDREN'S QUESTIONS

Children love to ask questions. That is one way that they have of learning about their world. The following questions were asked by youngsters between three and seven years of age:

"What causes storms?"
"Why is the sunset red?"
"Where does rain come from?"
"Why are clouds?"
"Who makes the rocks?"
"What makes the wind?"
"Who was the first little boy?"
"What makes an automobile go?"
"Why does God let some people be rich and some poor?"
"Where was I when you and Daddy got married?"
"What does 'dead' mean?"
"Where does our cat get her kittens?"
"Where is Heaven?"
"What is war?"
"Who are the fairies?"
"What makes plants grow?"

Could you answer these questions? Most of us could not even think of them, let alone answer them. But such questions aren't so staggering when you know children. They are usually satisfied with simple but truthful answers.

For the little child, the answer to "What makes an automobile go?" can be simply, "The engine." If the child wants more information, he will ask for it.

Naturally as the youngster grows older, he will want more details. Often books written specially for children and giving desired information can be found in the library.

Philip D. Gendreau, N. Y.

They look to you for answers.

If the child should ask a question that stumps you, answer with an honest, "I don't know." He will appreciate it if you add, "But I'll try to find out," or "Let's go to the library and see if we can find out," or "I don't know the answer. Let's look it up."

It is natural for children to ask "Why." At about the age of three, all children begin the *Why* questions and they never stop asking them. If a long lecture follows the "Why?", children will

say "Why" again just to hear you talk. They delight in a flow of words.

If you think the "Why" is being asked just for fun, a good technique is to use the reversible question. When the child asks "Why," you may say, "Well, what do you think?" or "Now, you tell me."

If we answer the child's question with, "Stop asking questions," "It's true because I say so," "You are too little to understand," "Wait until you're bigger," "Don't bother me," we may stifle his inquiring attitude about the world around him—the basis for his future education.

Children Deserve Answers—But They Can Be Their Own

Children learn about the world through their questions—and they are entitled to answers to them. Often an older boy or girl or a grown-up can help them work out their own answers.

For example, one spring day when the newspapers and the radio were headlining the flood in the Ohio Valley, a group of youngsters began talking about it while on the school playground. After a few moments, the conversation took on an argumentative tone, the children's voices getting louder and louder.

George Snyder, one of the high-school boys and girls who were helping Miss Baxter supervise the play of the youngsters on the playground, sauntered over. Jackie was saying emphatically, "That couldn't be!" Then seeing George, "It couldn't be, could it, George?"

"I don't know what the question is," replied George. Then turning to Jackie, "Jackie, what is this all about?"

"Well, Henry said that everybody had to swim around and airplanes dropped food down to them. That couldn't be, could it? The food would get all wet!"

"Have any of you seen the West Fork River when it was flooding?" George asked. The West Fork was a small river near the town, which flooded almost every spring. "How did it look?"

"It didn't have any banks and the water was all muddy," Henry answered.

"And one of the bridges got washed out," added Jackie.

"Did the water flow fast or slow?" asked George.

Henry thought for a moment. "The water just rushed along. And there were limbs of trees and even a small shed bumping and knocking against each other."

"Do you think anybody could swim in it very long?"

"Well, he'd have to be an awfully good swimmer," Henry declared.

Jackie added, "And I don't think even a good swimmer could."

"What would happen to food that was dropped in the water?"

"It would be carried away just like the trees were—so fast no swimmer could get hold of it," Henry decided.

On the basis of all this, the children concluded that Henry's idea might be wrong. "Maybe the people were on high hills or buildings," Jackie suggested.

Most of this information grew out of the children's own observation. George simply helped them answer their questions by asking questions and helping them put together the information they had.

Through Questions Children Learn from Each Other

Here's a little five-year-old girl who learned about the "world" from some questioning on the part of other children.

Mary Beecher overheard the following conversation between a group of neighborhood childrén. Martha was doing a little bragging about her approaching birthday. She concluded by saying, "And I'm going to have a party—a great big party—and I'm going to invite the whole world."

"Why," exclaimed Esther in amazement, "if you invite the whole world President Truman will be there, won't he?"

This was too much for David. "No, he won't either. He won't be there. He's too busy. He won't come, will he, Mary?"

Mary didn't quite know what to say. "Well," she answered thoughtfully, "if the whole world really came, he would, because then everybody would be there."

Then David asked, "Would Pop-Eye in the funnies be there? And Superman and Orphan Annie?"

Mary turned this question back, "Are they real, live people?"

David thought for a moment, "No, they are just pictures."

"But all the Chinese people and all the Eskimos and all the Dutch people would be there," declared Esther. "Wouldn't they?"

Up to this point Martha had simply been listening, a bit amazed at what she had started. At this point she interrupted, saying, decisively, "That's too many people. I wouldn't have that much ice cream. I guess I won't invite the whole world."

Children's questions! How they can stump us—yet they are the key to the wide, wide world.

Some Questions to Answer

What can you do to make a child's world less big and strange?

One day while walking with her brothers, David and Howard, aged four and five respectively, Ruth Johnson had to restrain them forcibly from crossing the street in the midst of traffic. David said "Why can't we go across by ourselves?" To which she replied, "Because I say you can't." "But why do you say that?" persisted her brother. The light changed and Ruth scuttled across, holding a child by each hand, saying, "I can't tell you here."

After arriving home, David persisted, "Now, will you tell me why we couldn't cross the street alone?" The exasperated girl, who was completely exhausted by that time, said, "Never mind why. You'll do as I tell you or I'll have Mother spank you!"

Did the children learn anything here that would help them in crossing the street the next time? Would you consider this a good answer to their questions? If not, why not?

STRANGERS IN THE CHILD'S WORLD

Giving the Child a Chance to Adjust in His Own Way

Children have different ways of adjusting to unfamiliar situations and people just as they have different ways of behaving in

situations and with people who are familiar to them. For some weeks after Tommy entered kindergarten, he stood around wide-eyed and open-mouthed making no advance toward any child and using no materials. But at home, there was no sign of the quiet, reserved, solitary child so familiar at school. He was boisterous, gay, fun-loving, and anything but shy. His way of adjusting to a new situation was to stand on the sidelines quietly absorbing the many new experiences around him.

All he needed, just as many children do, was a chance to take life on his own terms and not to be hurried. He was the kind of child who likes to stand off and watch and listen before joining in. Some children are like that. If Tommy had been forced to plunge in headlong, he would have been overwhelmed.

Of course, in addition to giving children time to make their own adjustments, there are many other things we can do to help them overcome shyness. Usually, we can avoid bringing the child suddenly into a circle of strangers. Such situations can be made simpler and easier to manage in a number of ways.

First we can explain who the people are. Sometimes it is a good plan to give the child a chance to observe at a safe distance for a little while. Then if some one in whom the child has confidence holds him by the hand or stands close to him as he joins the group, the situation becomes simpler and easier to meet.

Thus, ways of making such situations easier for children include giving the child explanations of new things, staying close to him the first time he is faced by them, encouraging him by a word when he is doing something for the first time, and giving him a chance to experience many new things—new faces, new scenes, other homes, and neighborhoods than his own, people who "differ from him." Older brothers and sisters can help here by giving the child opportunities to have such experiences.

Meeting a Child

In meeting a child do not make such useless and meaningless remarks as "How do you do." "What a nice little boy." "How

big you are!" "What pretty curls you have." Children resent such comments and they should!

It helps if you make some preparations or give some thought as to what to do in meeting a child for the first time. If you know beforehand that you are going to meet him, bring something with you to interest him—a book, a plaything, a pretty stone, an interesting object. In the case of an unexpected first encounter, try to find something in your pockets, your purse or about your person of interest to the youngster—a compact, a key case, a gay piece of costume jewelry, or your gloves. Usually you need no approach except a simple, "Stevie, have you seen . . ." "Patty would you like to try on . . ."

After putting the article on a nearby table or chair, if the child seems too timid to take it out of your hand, or holding it out to him, if he seems less shy, go on talking with his mother or father or other member of his family in a matter of fact way. After the child has looked the article over, you can talk to him about it in an incidental way—ask him questions, make comments about it by saying, "Did you know that . . ." "Have you noticed . . ." As soon as this preliminary "trying out" is over and the youngster has become used to you, treat him as you would any other new and interesting person—smile, talk to him, be interested in what he is doing. Perhaps you can suggest that he show you some prized possession, for example, "Dickie, your mother tells me that you have a new puppy. Would you show him to me?" "Patsy, I understand that you collect match books. I'd certainly like to see them." Or if you brought the child a book, perhaps he would enjoy having you read it to him. Like all human beings, children enjoy knowing people who are interested in their hobbies, belongings, or ideas.

Some Questions to Answer

"Do you know," Mabel Evans was talking to her friend, Lois Beecham, "what has just happened to Ricky? You remember how terrified he was of that poor Mr. Parkins who is blind? I don't know why—maybe it's the way the poor old man gropes around with his

cane. Anyway, it hasn't done a bit of good to tell Ricky that he couldn't see—you know, a lot of the time, I think children just don't get clearly in mind what we mean when we talk to them."

"So, last week, after he'd come rushing in crying because he was so frightened, I told him, 'You know, Mr. Parkins is just like us, only he can't see, and he feels with his stick.' And I asked Ricky if he wouldn't like to play a game with me. I put a blindfold on him, then I gave him a cane, and had him feel his way all over the living room. He had a good time, and he asked me, 'Is this really the way Mr. Parkins is?'"

"We played again the next day, and this morning Ricky went right up to the poor old man and told him, 'I know how you feel now, Mr. Parkins, and I'm not a bit scared any more.'"

What do you think of the way Mabel Evans helped Ricky overcome his fear of the blind man? Why was she successful?

Statements to Check

Check the one which seems to you to be right.

If a child is afraid of a stranger he should be:

——1. Forced to go up and speak to him
——2. Allowed to watch the stranger from a safe distance first
——3. Made fun of
——4. Scolded for being shy
——5. Told to hide until the stranger leaves

LET'S BE COURTEOUS TO CHILDREN

So many times we are rude to children! Although we want them to be polite and courteous, yet we, ourselves, break all the rules of courtesy in our treatment of them.

Courtesies We Fail to Show Children

First of all, let us think of the ordinary courtesies which we often fail to show youngsters. In a certain home, Bert, age ten, came into the living room eager to greet a family friend that he had not seen for some time. Before he could speak, his sister remarked, "Bert, you're a mess. Couldn't you have combed your hair first?" Bert flushed with embarrassment and then rushed out of the room. Whereupon his sister proceeded to apologize for

his rudeness. Would she have made a similar comment if one of her friends had dropped in? Most certainly not! She would have thought that such remarks were rude and uncalled for. Yet she considered them in order when she spoke to her brother!

Again many of us are discourteous when we discuss a youngster's appearance in the child's presence much as we would a piece of furniture. Often we say something like the following: "Mary is at the awkward age now. She's all arms and legs." And then we wonder why Mary is self-conscious about her appearance. Or we say, "Have you noticed how fast John is growing? Dad tells him that if he doesn't stop it pretty soon, we'll have to have his shoes made to order because his feet are so big," and in like manner wonder why he is awkward and ill at ease. Courtesy, like many good things, should begin at home.

Any one who believes that children should be seen and not heard, and who is discourteous enough to act bored or uninterested when listening to their plans or hopes, finds at last a barrier built up between him and the youngsters which he cannot overcome. For example, Judy came home enthusiastic about the play house she and her friends were making. Her sister Irene, who was busy making over a dress managed only an occasional "uh-huh," "that's nice," "I suppose so." After this had happened again and again, Judy decided that Irene just wasn't interested. Later Irene wondered why Judy no longer told her things.

Even though we are busy people during these war days, it will pay us to be interested in the affairs of the youngsters we are looking after. We should never say, "Now, I don't want to hear anything more about it," or "We won't talk about it any more," if we want to retain children's confidence.

Helping Children with Manners

How can we help children to achieve good manners? Well, first of all, we can show children that we consider them people and not inferiors to be constantly ordered about. In the last analysis, the manners of those around them determine whether children's

manners are good or bad for children are great imitators. Children will be polite if we are polite to them and if they hear politeness constantly in their homes. We can best suggest the use of good manners by careful control of our own.

Thus, if we want children to say "thank you" when given something, we only need to be sure to say "thank you" to the child on such occasions. Similarly if, when we bump into the child or interfere with what he is doing, we say, "excuse me," we shall soon hear the youngster doing the same thing. In this way older brothers and sisters can do much to encourage courtesy in children.

Should a youngster forget his manners, it is better to ignore it, at least temporarily. If we scold the child, we shall make the use of good manners an unpleasant duty instead of a pleasant responsibility. Thus, scolding a child for awkwardness at the table only makes him more awkward. Remarks such as, "Doris does your brother have such terrible manners as David? I think that he gets worse every day," do not help David in acquiring good table manners. In such cases we should ask ourselves whether it is more important for David to have perfect manners at the table or to be cheerful and sweet tempered while eating.

Instead of putting so much emphasis on bad manners, it is better to emphasize good ones. Suppose we really feel that David needs some help with some specific table usage. After Doris is gone and we are alone with him, we can say, "David, I noticed at lunch today how nicely you have learned to handle your knife and fork. You had to work hard to learn that, didn't you? Now, I think maybe you need to try to manage the way you eat soup. It's done this way." Even the nine- or ten-year-old can appreciate the fact that such training makes eating easier.

In our efforts to help children achieve good manners, we too often destroy the ease and absence of self-consciousness that are essential to them. Above all, we should remember that good manners based on real friendliness and consideration for other

people are far, far more important than the mere forms of politeness!

Some Questions to Answer

Acting on the theory that good social manners are based on real self-composure, Marie Brant worked out a plan for a party one afternoon every month to help her younger brother and sister develop social manners. At first she acted as hostess, greeting each one of the child guests, helping him to the simple refreshments and encouraging the youngsters to take part in the games. Later, she was a "guest" and the children took turns at being host or hostess.

Do you think Marie had a good idea here? Why?

ENJOYING LAUGHTER WITH CHILDREN

We can do much to encourage the appreciation of humor by children. We can do this best by laughing with them and even at them if we do it in a kindly humorous way.

If you step into any good nursery school, you will see evidence of the fact that the small child has a sense of humor, even though it may differ from the grown-up's. What do little children laugh about? Well, a variety of things.

Laughter and Make-Believe

Often laughter involving make-believe is found in quite young children. Mary, age two, would run up to an adult and threaten to pinch, but would stop herself by saying, "No! No!" with much laughter. A whole group of nursery school children pretended to fall out of a wagon, amidst gales of laughter from the rest of the children.

Sometimes play on words accompanied by laughter is observed. One day four-year-old Jerry was trying to hurry his teacher into getting his wraps on so that he could go out-of-doors. Finally his teacher said, a little impatiently, "Jerry, I'm hurrying as fast as I can." Jerry replied laughing, "You're not a can, you're Miss Robinson." Then there was Paul, who had re-

ceived some gloves for his seventh birthday. His teacher in admiring them said, "They're nice kid gloves, aren't they, Paul?" Whereupon Paul laughed and retorted, "They're not kid gloves, they're reg'lar man's gloves." Both of these responses were made in an attempt to amuse.

Typical of situations that seem humorous to children are those involving teasing. For instance, Sandy at the age of four years would run away laughing when his father called him.

Sometimes unintentionally, children are cruel in teasing other children. One day nine-year-old Patrick, naturally a very kind boy, imitated the limping walk of Kenneth, a crippled playmate, laughing as he did so. Patrick's older sister called him into the house and talked to him about it, pointing out how plucky Kenneth was in trying to do things for himself and how thoughtless and unkind it was to tease him. "If you had a crippled leg and limped when you walked, you wouldn't like to be teased about it, would you, Patrick? Just try to remember how Kenneth must feel." Patrick looked very serious for a few minutes, muttered, "I just didn't think" and then went back outdoors to play. Thereafter, Patrick did not tease Kenny and even became his "champion" to the other boys. His fierce "Leave him alone," or "For Pete's sake, cut it out," and his desire to help Kenny as much as he could, eventually affected the behavior of all the boys in the neighborhood and made Kenny's life much happier.

There are times, however, when every child has to meet teasing. One day twelve-year-old Ted was walking up the street with eleven-year-old Margaret. His younger brother, Larry, and a friend, Roger, spied Ted and started shouting, "Ted's got a gir-rul! Ted's got a gir-rul! Yah! Yah! Ted's got a gir-rul!" Ted flushed with embarrassment, then yelled back, "Keep still you kids. Cut it out," only to be greeted by more shouted remarks and much laughter.

What should be done in such situations? From the point of view of Larry and Roger, probably nothing unless they continue to tease Ted over a long period of time. If Ted seems too upset

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Laughing in the rain.

by the episode, some one should talk to him about it. He can be told that every one has to learn to accept good-natured teasing as a matter of good sportsmanship, and that the way to meet it is either to ignore it or to return it by "teasing" the teaser. To get angry or upset will only make teasing more fun for Larry and Roger.

Laughter at himself is not found in children, nor for that matter in grownups, very often. But the ability to appreciate a joke on one's self can be cultivated in children. When Nancy's mother accidentally spilled a little dishwater on her, she started to cry. Her brother said "That's funny" and began laughing heartily. Nancy stopped crying, looked at her brother intently, smiled faintly at first, and then joined her brother in laughter. Another little child fell over a toy automobile in kindergarten. Before he could cry, the teacher laughed at him, saying, "Funny joke." The little boy then pretended to fall over the truck again, laughing and repeating "Funny joke." We can do much in cultivating a sense of humor in the older child by laughing with him, by giving him opportunities for laughing at himself and for listening to and telling humorous stories, funny situations, jokes, riddles, and word play.

Children's laughter should not be discouraged. Some older people discourage laughter by ignoring the child, by shaking the head, by frowning or saying, "No! No!" or "That isn't funny." If we feel that children do not discriminate between the coarse, the silly, the commonplace, and the "truly funny," we need to help them by increasing the breadth of their experience with humor rather than by discouraging what humor they do appreciate.

Response to Sarcastic Remarks

People sometimes expect children to appreciate semihumorous or sarcastic remarks. One day little six-year-old Dorothy was helping her sister with the dishes when she dropped one of the new cups accidentally, whereupon her sister said, sarcastically, "Well, as long as you've broken one of them, you might as well break them all!" Dorothy looked at her sister with a mixture of fear, disbelief, and amazement, then quickly reached over and dropped the other five cups on the floor. Perhaps you might say that this youngster had some deep desire to break china, but the facts do not bear out this theory. Being a sober, serious little

girl who took what people said quite literally, she was unable to understand the sarcasm in her sister's remark.

Let us, then, laugh and encourage children to laugh with us. The ability to laugh at trifles with children is an important aspect in the easy, affectionate, merry attitude so necessary in successfully caring for the child, no matter what his age. We need to help youngsters acquire and enjoy a real sense of humor —something they will surely need as grown-ups in the world of to-morrow.

Some Questions to Answer

A neighbor child teased nine-year-old Kermit by calling, "Red head, Red head, fire in the wood shed." Kermit's older brother, realizing that Kermit would probably face this situation many times and that he should be taught how to meet it, helped him compose the following retort: "Black hair, black hair, looks like a shaggy bear." After that Kermit enjoyed the joke, too.

What does this tell you about helping children to meet teasing? In what other ways could Kermit have been helped in meeting this situation?

FRIENDLINESS AND SYMPATHY

Children Imitate Attitudes

The surest way of encouraging such desirable attitudes as friendliness, and sympathy in children is to show such qualities in our relationships to them. We can do this by being friendly and interested in what children say and do; by expressing sympathy if a child is hurt, unhappy, or disappointed; by liking a child and letting him know it. Under such circumstances, we shall find children displaying such attitudes toward us and toward other children.

When Doris Prichard fell and skinned her knee, her older sister picked her up saying, "That was a bad fall, Doris. Did you hurt yourself very much?" When Doris cried and said that her knee was all "hurted," her sister took her into the house and

gently cleaned and bandaged it. The next day, she looked out just in time to see Doris carefully helping Tommy to his feet and saying, "Too bad Tommy. If you're hurted, my sister will fix it for you." Children learn such acts of kindness quickly.

Encouraging Sympathy and Understanding

Often, too, we can encourage them to be sympathetic and understanding. A new girl had recently entered Sally Ann's grade, and as frequently happens with new arrivals, she had not been accepted by the other children just because she was new. Bernice, Sally's older sister, had noticed how the children ignored the new child and she resolved to do something about it at the earliest opportunity.

Her chance came sooner than she had expected. Sally wanted to have a party and was soon busy making out the list of children that she wanted to ask. In a casual tone, Bernice asked Sally if she had included every one whom she wanted at the party, and after Sally had nodded vigorously she continued, "Isn't there a new girl in your grade now?"

"Yes, but we don't know her," Sally answered.

"Perhaps it would be nice to get acquainted with her. When some one moves into a town, she is usually very lonely until she gets acquainted. I'm sure if we moved to another town away from our friends, here, we would be very lonely at first. You know, Sally, it takes a long time to get acquainted and make new friends."

Sally had never thought of that. She had never been a "new" girl in school and consequently she had never known what it meant to be lonely.

That afternoon when she was returning to school with her chum, Mary Ellen, they saw the new girl coming down the street. "Let's hurry so we won't have to walk with her, Sally," said Mary Ellen. But Sally had been thinking about what Bernice had said. "No, let's wait for her. Maybe she would like to walk to school with us."

mcc23

Philip D. Gendreau, N. Y.

Friends read together.

That evening Sally ran into the kitchen where her sister was working. "Bernice, I've got an idea. I'm going to ask the new girl to come to my party. She's awfully nice."

"That's a very good idea, Sally," replied Bernice, smiling and thinking to herself that her talk with Sally had borne fruit rather quickly.

We can commend instances of friendly behavior, generosity, or sympathy also in our effort to incorporate them in the behavior of children. We can say, "Thank you for helping Bobby move the ladder, Mary. It is much easier when you have some one to help." "It was kind of you, Molly, to brush the sand out of Margaret's hair," or "That was nice of Timmy to show Ann the pictures in the book."

By being friendly and sympathetic with children and by en-

couraging them to express such sentiments to other children, we can do much to see that children achieve such attitudes.

Some Questions to Answer

Paul asked his sister Elinor, "Why do you help Norman more than you help me?" *Which of the following explanations seems to you to be the best? Why?*

"Norman is just a little fellow and pretty much of a baby yet, so I *have* to help him."

"You're not a baby like Norman. So why should I treat you like one?"

"You see, Paul, Norman is smaller than you. There are many things he has not learned to do for himself so I am helping him to learn how. I wouldn't wonder if you were even big enough to help Norman."

HAVING FUN PLAYING

Children learn by playing, although that isn't why they play. They play because they enjoy it, because it is fun and they need fun just as they need food, sunshine, and sleep.

Selecting Play Material

Through play the child develops his body and gains knowledge of a constantly expanding world. Since there are so many different kinds of play materials, and since children grow and change so quickly, a few standards for selecting play materials are of value. A plaything or piece of play equipment:

1. Should encourage the child to do something actively.
2. Should possess the possibility of being used in many different ways.
3. Should be suited to the age, ability, and interests of the child using it.
4. Should be sturdy and safe.

Now let's apply these standards to a tricycle for a three-year-old. Will it encourage him to do something actively? Three-year-

olds enjoy the sheer thrill of motion. The tricycle will provide an outlet for this urge. Can it be used in many different ways? Through his imagination, a three-year-old will transform the tricycle into a speeding auto, a rushing stream-lined train, a swerving racing car, a fighting plane. Is it suited to the age and ability of the child using it? Yes, providing that it isn't too small or too big for him. Is it sturdy and safe? Most tricycles are made sturdily these days. You can determine this by looking at its construction. These standards can be applied to toys and play equipment for children of all ages from two through twelve.

A child will discover playthings whether we provide them or not. He plays with anything and everything. Well selected play materials can make real contributions to the child's growth. Let's see why this is so.

Play and Playthings for the Small Child

Playthings have different purposes for different ages. As soon as the child is able to walk, toys which encourage various kinds of activity are in order. He will delight in things to lift, carry, or shove around—activities which may seem meaningless to older people but which may be full of purpose for the child. To satisfy this desire, small boxes, baskets, pans, or pails should be provided.

At first the child's activity will consist largely of carrying objects from one place to another. Later, the child will develop more constructive types of play in which materials of all kinds are used in building, drawing, or painting.

Many of the toys enjoyed most by toddlers can be made at home by older brother or sister. Old cardboard boxes or cigar boxes make a nice toy for the child to pull by fastening a string to one end. In making these one should remember that a loop is easier to pull than a straight string.

Nearly all small children love blocks. Good blocks can be made from 2″ x 4″ and 4″ x 4″ boards. They should be twice as long as they are wide. Paint, although not essential, will add to the at-

tractiveness of the blocks. If there are enough of these, the child can make quite large structures, such as garages big enough for his toy car, or a house big enough for his doll. A few long pieces should be provided to help him make a roof. A drygoods box with small casters on the corners makes a good storage space for the blocks.

Young children enjoy trains, particularly if they can haul things upon them. A train which is really usable may be made from 8-inch sections of 2″ x 4″ boards. One section can be made into an engine by nailing two or three spools on top of it to build it up. In making the cars, a hook can be screwed in one end and an eye in the other. This will make it possible for the child to hook the cars together. It is not necessary to have wheels but if they are desired, spools may be nailed on for these.

A wagon which can be both pushed and pulled may be made of a strong wooden box, using casters of the type that screw on for wheels, and a stick for a tongue. A box from 3 to 6 inches in depth will make a wagon in which the child can sit. The tongue may be hinged with shoestring held in place by screws. A handle which will allow the child to get a good grasp may be made by boring a hole through the free end of the tongue and inserting a small stick.

Wooden packing boxes can be used for many things by young children who enjoy climbing into and on them. A smooth board (and be sure that it is smooth—a plane should be used on it if necessary) makes a fine slide when propped against such a box, and when placed over a small box it can be used for a teeter-totter. The ordinary rope swing is a source of pleasure also. By boring two holes through each end of the seat and running the rope through them, it is impossible for the seat to fall out; this is an advantage if the very little child is going to use the swing.

Dramatic play in which the child can imitate adult life is furnished by dolls, housekeeping toys, toy animals, trucks, trains, discarded adult clothing, etc. Scraps of paper, crayolas, water colors, plasticine, clay, scissors, sand, all give the child an oppor-

Doris Day from Atlas Photos.

"This is the way we wash our clothes."

tunity to make and to imagine things. Most young boys and many girls like to carpenter. A hammer, a saw, a vise, and scraps of soft wood cost relatively little and will encourage the child in constructive play. Activity will vary from the pounding of the small child to real constructions by the older child.

Play and Playthings for the Child of Six-to-Ten Years

What are the play interests of the older child? Let's stop and look at him. He seems to be in perpetual motion and is interested in running, jumping, skipping, climbing—preferring activities that demand intense activity. He spends more time outdoors than at any other age. Outdoor play space and equipment it would seem, then, are more important than even indoor space.

The equipment necessary for vigorous, strenuous outdoor play challenging the use of muscles and the development of skill need not be expensive. Swings, ladders, boards for slides and teeter-totters, basket-ball hoops can all be provided with relatively little cost, especially if several families in a neighborhood combine resources.

Locomotion in its various forms is intensely interesting. That is the reason your eight- or ten-year-old brother persists in walking on the rail fence or stepping on the cracks in the cement walk. Children like cement walks for bicycling, skooter riding, coasting, hop-scotch, stilt walking, or jumping rope.

Large packing boxes, boards, ladders, kegs, and barrels challenge the school-age child's constructive interests. Some one has called the period between 6 and 12 the "Big Injun" age, since there is a drive to impersonate vigorous characters such as cowboys, soldiers, and Indians. Building shacks, tree houses, and tents is intensely interesting. Ball play in some form holds leading place among boys from eight to nine and up. Baseball, football, basket ball, table tennis become interesting at about the same time.

Making things needs to be encouraged, too. Materials such as wood with a work-bench and real tools, paper and crayons, pencils and paints for cutting, drawing and painting, and cloth for sewing challenge the ingenuity and imagination of the youngster. Old magazines, scissors, and a saucer of flour paste will keep youngsters busy for hours.

Often children's interest in such play materials leads to worthwhile hobbies. It was only when the Scout Master got ten-year-

H. Armstrong Roberts.

Make-believe business.

old Bill started on working on airplane models that his family realized the important things that interest in this craft would do for Bill. "Do you know, Tom," his older brother said in explaining the project to his friend, Tom Ferguson, "when Bill is whittling and sandpapering away at an airplane model, he really seems to get a kick out of making his materials take on the form of the plane he has seen only in his mind. Some of his planes will fly under their own power for nearly half an hour, too.

"Of course, things don't always go right. Sometimes he makes a plane that tips to one side when it flies. At first he seemed so disappointed when this happened that I wondered if it would be bad for him. But I've decided that these experiences have really been good. When he makes a mistake in constructing a plane Bill has to admit failure; and, what's more, the plane goes right

on tipping until he does something about it. He learns by such mistakes, and the next time he usually knows how to correct them and make a better plane. Now he's getting interested in wood carving. Only the other day he asked Dad to give him wood carving tools for his birthday. If I were you, I'd try to get *your* kid brother interested in something of that sort."

A Place to Play

Where does the child play? Can more space be furnished foı him? No matter how limited in size a home is, play space can be provided. A three-panel screen with a door cut into it can make a playhouse out of the corner of a room. An old sheet hung over a bridge table makes a good playhouse, or it can be used for a tent.

One family turned over a corner of the basement to the ten-year-old son. He and the other boys in the neighborhood made a club room. They found or made furniture, put on shows, delved into photography, worked on model airplanes, built ships. It kept them happily occupied the major part of the summer. A corner of the porch, the extra room, or the end of the garage would lend themselves to such projects equally well. If you want to teach a youngster to care for his toys, give him a place to store them, a place that is all *his*. It may be one or two drawers, a cupboard, a book-shelf or a number of orange crates with shelves added, but let it be *his*.

And now let us go to the back yard to see if it offers possibilities for a playground for the children. Sand boxes, packing boxes, ladders, planks, and large blocks can be secured at little expense. Odds and ends of lumber will encourage the child to construct a tree house or a shack for a club house. Let the children build bird houses and bird baths. Elevate the garden hose for a shower on hot days. The lawn can be used for croquet or a putting green for "coming" golfers. The side of the garage can be used for basketball or handball. A target can be placed in the garage and the driveway used for an archery range.

H. Armstrong Roberts.

"High on a windy hill."

In the winter time, there can be as much fun as in the summer. Play snow games with the youngster, like Dodge Ball with snowballs, Fox and Geese, and Hold the Fort. Make snow men and snow angels and improvise a snow slide. Both you and the children will have fun.

Planning fun with children takes a little time, a little effort, and much imagination but it pays big dividends in good relationships with them. With just a little thought and ingenuity

on your part, the child's play time can become a busy, happy time. Isn't it worth trying?

Some Questions to Answer

While the neighborhood youngsters gathered in the vacant lot next door, Harry was hardly ever among them. More often than not, he sat disconsolately on the door step—a pathetic figure. Why was he always left out? Was he a bully or a tease? Did he play unfairly, whimper, or complain? No, Harry was just shy. He hadn't been able to make the "grade" with the boys. He simply didn't fit into the neighborhood group. Then his older brother, Frank, decided to help him. He fixed up the backyard with a swing, a teeter-totter, and put a basketball hoop on the garage. Then he suggested that Harry invite two or three of the boys over to play. Harry felt much more secure as host in "his own yard" and was soon quite at ease and on good terms with a widening circle of playmates.

Why was Frank's plan successful? What does it tell us about helping youngsters become a member of their social group? Can you think of other ways Frank could have helped Harry? How would you go about providing more satisfactory playthings and play space for some child in your neighborhood?

STORY-BOOK LAND

Stories and poetry also help children learn about their world. Children enjoy having them read or told. If the school child is to be really interested in reading, it is important that he should know, when he begins on the ABC's, just how much fun a story can be. The only way he can know this is to have stories read and told him during the first six years of his life; the more stories he has known, the more interested he is likely to be in finding them for himself.

Books for the Little Child

Children between two and six like stories and poetry about life as they know it—about other boys and girls, their playthings, their clothes, their playmates, their kittens, and dogs. They like to have sound effects, particularly repetition, in their stories. "Daisy Mule went clippety-clippety clippety-clop down through

the garden gate." Or, "Donny went up and up and up the slide, and down and down and down the slide, with a wheeeee-eee-ee." They enjoy hearing the same story over and over again. They like gay pictures dealing with the subject of the story to go with a book when it is read to them; they need no pictures for a story that is made up and told them. Let's see how these interests affect the selection of storybooks at the various stages of the young child's development.

At about eighteen or twenty months of age, when a youngster first begins to be interested in books and pictures, he likes to recognize familiar objects in them. He also gets a great deal of pleasure out of simply turning the pages. Such books as Mother Goose will teach him to connect words with objects. For example, when a baby has mastered the word "kitty" in connection with a kitten, he delights in pointing out all the kittens in pictures that he sees. For a time, indeed, almost any animal picture may be addressed as "kitty."

The experiences of a two- or three-year-old are limited, but he has certain interests which should affect a choice of books. At this period when the child is developing many skills and learning how to manage his own body, he is the center of his universe. He is interested in simple stories about himself and his activities. The thrill of recognition of the familiar is great and he likes pictures of children like himself engaging in similar activities.

Children of this age are likely to have a strong interest in animals. They enjoy animal picture books and the simplest of stories. Interest in "things that go" shows itself too. Children like to look at and talk about pictures of trains, boats, airplanes, and cars.

The three-to-four-year-old has more varied interests. Other children and people outside his home are of growing importance. He is no longer satisfied with the mere naming of objects in pictures, but wants to know what they are doing, and why. At this age nursery rimes are popular, too, because of their rhythmic sound and repetition

As the child reaches the five-year-level, he is still more interested in what is going on in the world around him. He has a strong interest in imaginative stories of a simple type, especially stories in which children have imaginary adventures.

Books for the Older Child

When the child gets to be six or seven, his interest is greatest in stories about animals and birds, trees, and flowers, and fish. Many authors have created delightful animals whch have been a joy for children of two or three generations—Reddy the Fox, Mrs. Quack, Peter Rabbit. It is a shame for any child to have missed knowing them.

The boy and girl of eight and nine years begin to lose to some extent their six- and seven-year-old interest in the story world of ducks and foxes and rabbits; they learn that they have imaginations, and they glory in letting them go. They like to let the stream of fancy carry them into lands of elves and pixies, sleeping princesses, and bewitched toads. The fairy tale holds its greatest charm.

Also, this sense of fancy becomes linked with the child's sense of adventure, and he likes to read of Pretty One of China, and Pedro of old Mexico. Almost all stories about children of other lands hold his interest. There are many books, for sale at almost any price, providing for the fanciful and the "far-flung lands" interest of these ages.

Up to eight and nine, boys and girls have been interested in the same sorts of stories. But around nine years, the boy usually comes down from the clouds of fancy and wants fact. He wants stories about real boys—about boy scouts, boys in the north woods, and boys exploring caves—boys doing any type of exciting, adventuresome thing.

The nine-to-twelve-year-old girl still likes fanciful things; she begins to have an interest in gentle-and-not-too-realistic romance and pathetic adventure. It is at nine, and for several years after, that girls read "Little Women" most.

H. Armstrong Roberts.

Exploring books with children.

Children explore books with the same high-hearted spirit that they explore other aspects of their world. Curiosity, the spirit of adventure, interest in people, in animals, and in other countries, delight in humor, and the enjoyment of the imaginative and fantastic are their great reading drives.

Youngsters at every age should have access to a broad range of books—books for enjoyment, books for information—from which they can select reading material which appeals to them. Examining books that he may not choose to read is as much a part of the child's reading experience as it is for him to find books that he enjoys reading from cover to cover. Only in this way can the child acquire habits of browsing and exploring.

Children enjoy having stories, poetry, and plays read to them and reading them to others. Many stories can be enjoyed by a whole group of children in this way.

Six Rules for Helping the Child Acquire a Love of Good Reading

To help those who wish to help children gain a love for good reading, we can state six simple rules:

1. You can not help the child if you do not know what he thinks about. You will have to build on his general interests.
2. If the child has few apparent interests, the next thing is to know what reading most children of his age enjoy.
3. You should read to or with the child. Group reading is fun.
4. The child should be surrounded with good books and magazines. Love of reading is contagious; if there are no books or magazines in the home, the child is not being properly "exposed" to reading.
5. You should encourage him to use books to gain his own information.
6. You should help him choose his books by discussing and comparing a new book with others that he has read, or you have read together, yet at the same time leaving him free to make his own choice.[1]

Making up Stories and Poetry

Often children enjoy producing their own stories. At the younger ages (two to five) simple stories and poetry are present, only needing to be written down by an older brother or sister. Young children enjoy talking, they make up stories and they sing spontaneously. Their language has a natural cadence, warmth, and color that is very attractive. For example, Beulah pedaled up and down the sidewalk in front of her home on her tricycle singing over and over again

> I have a pretty leaf,
> I have a pretty leaf
> Which I made myself
>
> I have a pretty leaf,
> I have a pretty, pretty leaf
> Which I made myself.

This is real poetry.

[1] A suggested list of books for children of the various ages is given on page 139.

Let's look at a story "told" by a little boy of six and recorded by his older sister:

> This morning I saw a robin. What do you think he was doing? He was looking for some worms for his breakfast. He hopped along on the grass, then he listened and, then he pulled out a great big worm!

As the youngster grows older, language expression does not come so freely or so easily. Sometimes they fear criticism or are self-conscious. We can help them in their experimenting with words if we encourage them by our interest and appreciation of their product and by giving them many experiences with books, music, trips.

Children like to write about their experiences. After a trip to the post office, they may enjoy writing about what they saw and learned. Sometimes the material may come out in the form of a poem or story rather than a mere report. Self-expression with words thrives in an atmosphere of confidence, enjoyment, free discussion, mutual trust, and rich experience.

Telling Stories to Children

Children love to tell stories to each other and have stories told to them. Many times these can be and are simple accounts of experiences which the child or other children have had; at other times they may be highly imaginative tales.

Storytelling can be used at a moment's notice—under the shady tree in the backyard, while the child is eating or getting ready for bed. "Once upon a time" are words that should be used often by any one who is looking after children. After finishing a tale, often we should say, "Now you tell me a story." Many times, the response will be truly amazing. Storytelling for and by children is an ever present source of entertainment. Let's not neglect it.

Some Questions to Answer

"I am tired of that story, Sally," said Dick to his little sister. But three-year-old Sally wanted to hear it over and over again.

What does this tell us about the young child's interest in stories? What would you do if you were reading to Sally and she wanted to hear the story again and again?

"How in the world have you succeeded in getting Marjory to enjoy herself with her picture books? I can never get Ray to settle down quietly like that. I've just about decided that two- and three-year-olds are too young to enjoy books," declared Marie Proctor.

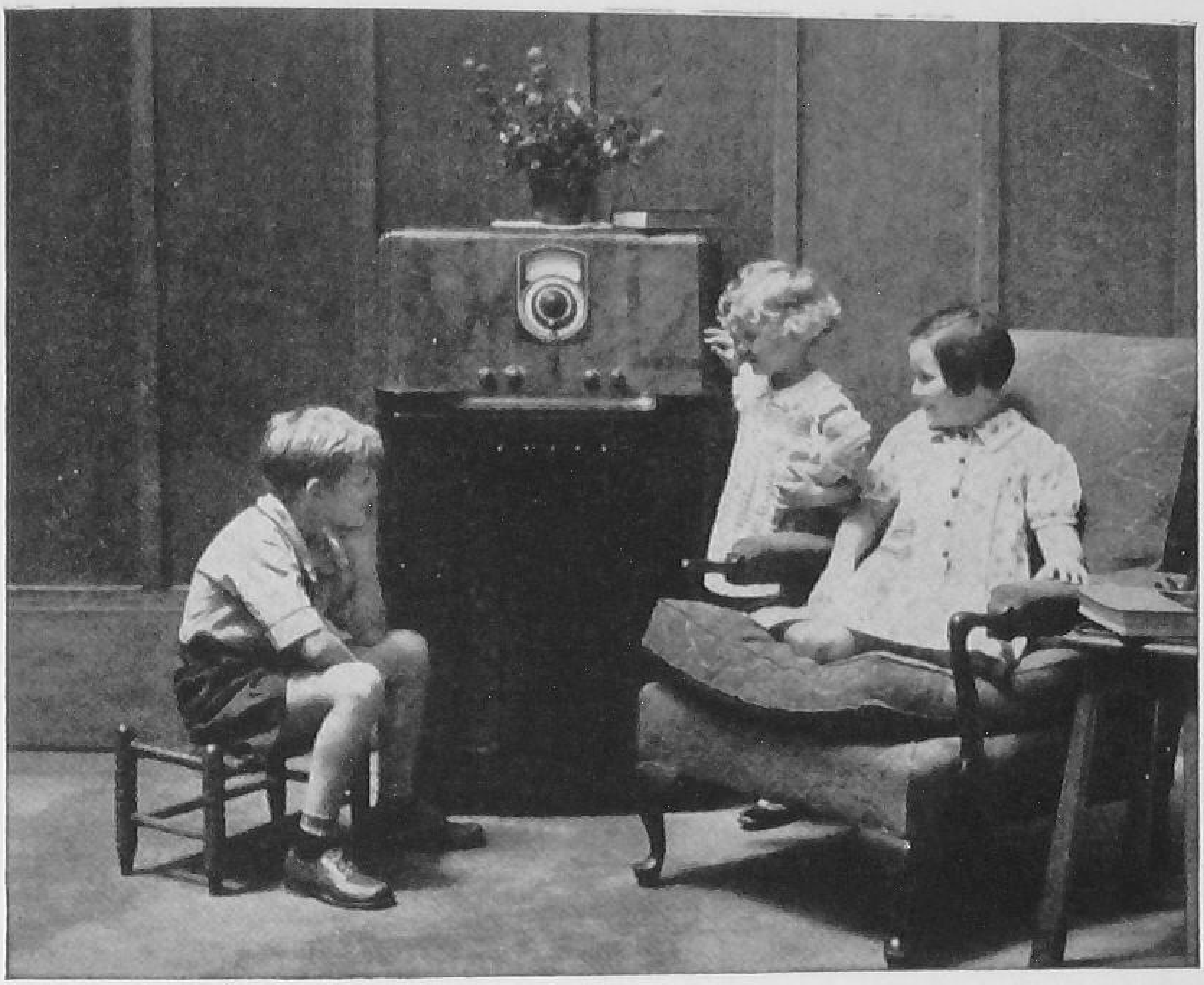
"Marjory used to be just as restless as Ray until I made an interesting discovery," explained Eleanor White. "After a visit to an uncle's farm, I bought her a little book about farm animals. She just loved it. She would settle down with it time and time again. The trip to the country seemed to have added meaning to the little book. From this experience, I made up my mind always to try to connect Marjory's books with her experiences. Her fire engine book, discarded as uninteresting when we had first given it to her, became a real joy after we'd stopped at the fire station one day and talked to the firemen. A little book of rimes about popcorn became one of her favorites after we had really popped a pan full."

What clue does this incident give us as to one means of increasing the youngster's interest in books?

MUSIC IN THE AIR

Even little children love and enjoy good music. They enjoy music whenever they are given opportunities to listen. Observation in a nursery school will show this to be true. The piano beats out different tempos, the children keep time, they run, they stamp, they jump, they whirl. The music changes. Some sit quietly to listen; others beat time by clapping hands, by nodding heads, by knocking blocks together, by humming and singing. Enjoyment of music, although shown in many different ways, is well nigh universal.

In his earliest years, the greatest help we can give a child in his musical development is to give him the opportunity and encouragement to feel and learn that music is something to enjoy;



H. Armstrong Roberts.

A song in the air.

that music is fun. Of course, young children can not sing complicated songs but this doesn't mean that they can not enjoy hearing them.

Music for the Young Child

Young children who are busy and happy express themselves musically quite spontaneously. A two-year-old who can not begin to carry a tune may hum contentedly while building with blocks; when the three-year-old swings, he may sing "Way up high!" over and over again.

We can encourage little children in such forms of musical expression by singing with them. "Choo! Choo! The train will soon be going. Let's all climb on," will often lead to singing on the part of youngsters.

Little children enjoy radio, phonograph, and piano music, al-

though we can not expect them to listen very long at a time. They should be allowed to stop whenever they wish. Usually two-year-olds will only listen for five or ten minutes, three-year-olds, ten or fifteen minutes; four- and five-year-olds, fifteen or twenty minutes.

The best of our modern children's songs are always enjoyed. At times, too, simple short selections from Bach, Handel, Beethoven, Mozart, Grieg, Ravel, or Schumann are listened to with pleasure. The young child's songs should be short, simple in content, and of such rhythmic melody that they almost sing themselves.

Music for the Older Child

Music should be part of the older child's life, too. The interest should be in encouraging children to listen to music with eagerness and pleasure and to sing spontaneously.

Children (5 to 8 years old) enjoy learning and singing simple songs, acting out some of them, marching, skipping, and running to others. Singing games, like *Farmer in the Dell*, *London Bridge*, *Did You Ever See a Lassie*, *The Muffin Man*, are all highly enjoyed.

Present-day radio-minded youngsters learn a great deal of contemporary music almost without knowing it. Children often enjoy singing contemporary songs that they have heard on the radio or phonograph. Of course, this does not mean that they should not sing the songs familiar to generations of children, Stephen Foster's melodies, spirituals, or even classical music. Quite to the contrary.[2]

There is now an ever-increasing number of good radio programs and phonograph records. From the age of five or six, children can listen to and enjoy even the more complicated forms of music: Orchestra and chamber music, and parts of symphonies. Remember the enjoyment of music may come slowly, but it will come if you listen to music and sing with children.

[2] A list of books containing suitable songs is given on page 145.

Some Questions to Answer

Mother, sixteen-year-old Julia Ann, and seven-year-old Joey were established in the living room, symphonic music pouring out of the radio, Mother and Julia Ann dreamily listening, Joey clattering about with his train.

"Do you have to wham that train around like that?" Julia Ann broke into the music irritatedly. "Listening to some good music wouldn't hurt you."

"I don't like music. I just get sleepy." Joey's remark held no inclination toward culture, and no sign of dissatisfaction with the lack of it.

"You'll grow up a musical moron," his sister retorted in an annoyed tone.

"If he wants to be ignorant," Mother spoke amiably, "why, let him be ignorant."

Joey became involved. "I'm not ign-or-ant. I just get sleepy."

Julia Ann grinned at her young brother, "You just listen; hear those high notes? Those are birds singing in a very sunny woods.

"And that rumble—hear it Joey?—is a storm coming up; you can almost see the clouds."

"Is that the reason the music's getting all fast and louder?" A faint gleam of interest showed in Joey's face.

"Sure it is. The storm's getting closer and closer"—Julia Ann was warming to her task—"and then breaks, with rain and thunder and lightning; the birds all fly away, and the trees bend and crack; then pretty soon the storm stops and the sun comes out again—"

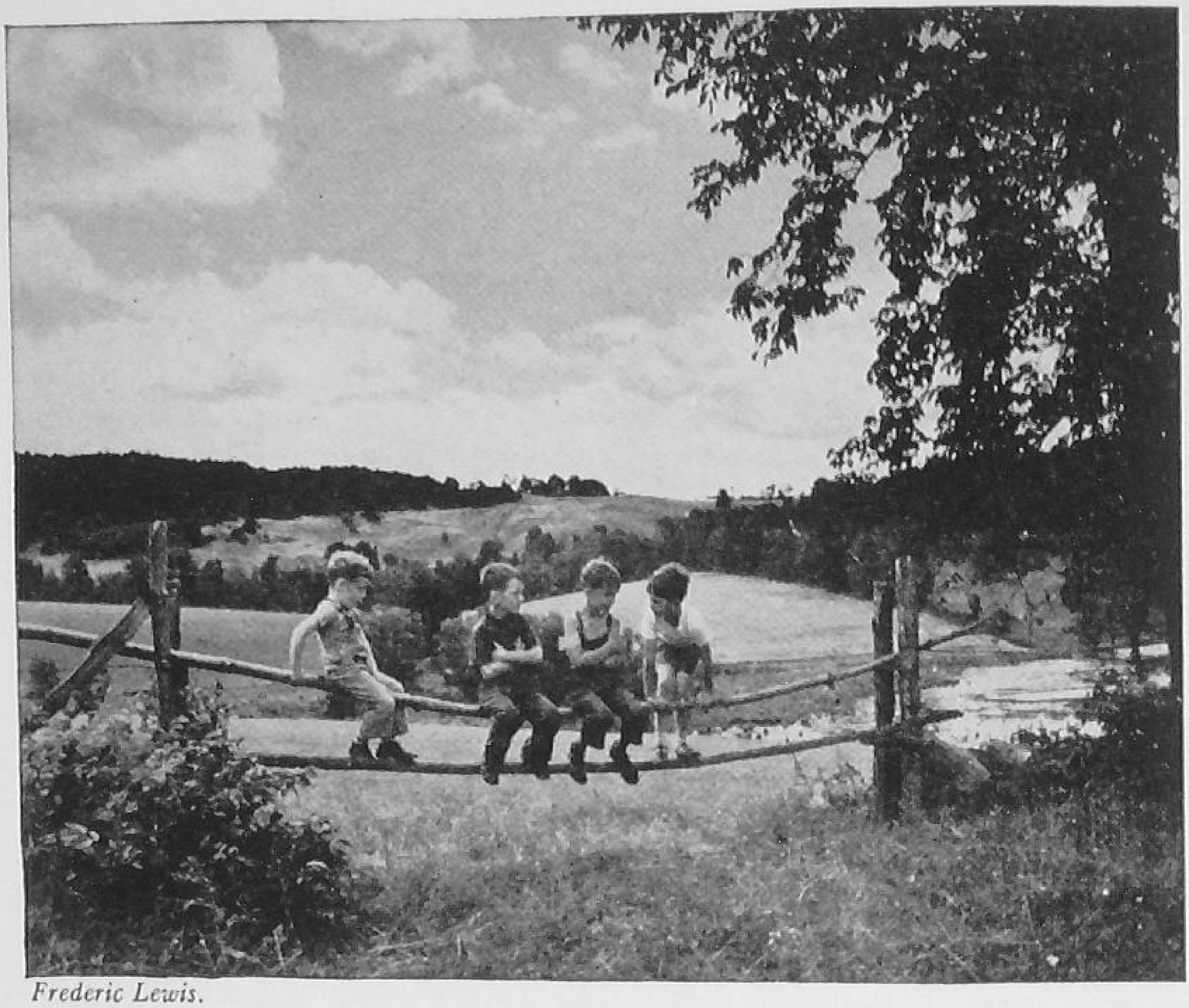
"How about the birds?" Joey interrupted.

"You see if you can't tell us about them when you've heard it," said Mother, and the family all settled down, Joey staring intently at the dials as though to read the story of the music, train forgotten for the time.

Do you think Julia Ann handled this situation wisely? Do you think that Joey would be more interested in music after sharing this experience with his sister? Do most children need help in understanding music? In what ways could you help a little boy or girl understand a piece of music that you enjoy?

TRIPS INTO THE WORLD

The lives of children can be much enriched through trips into the community in which they live. Through them children of all ages may enlarge their experiences in their world.



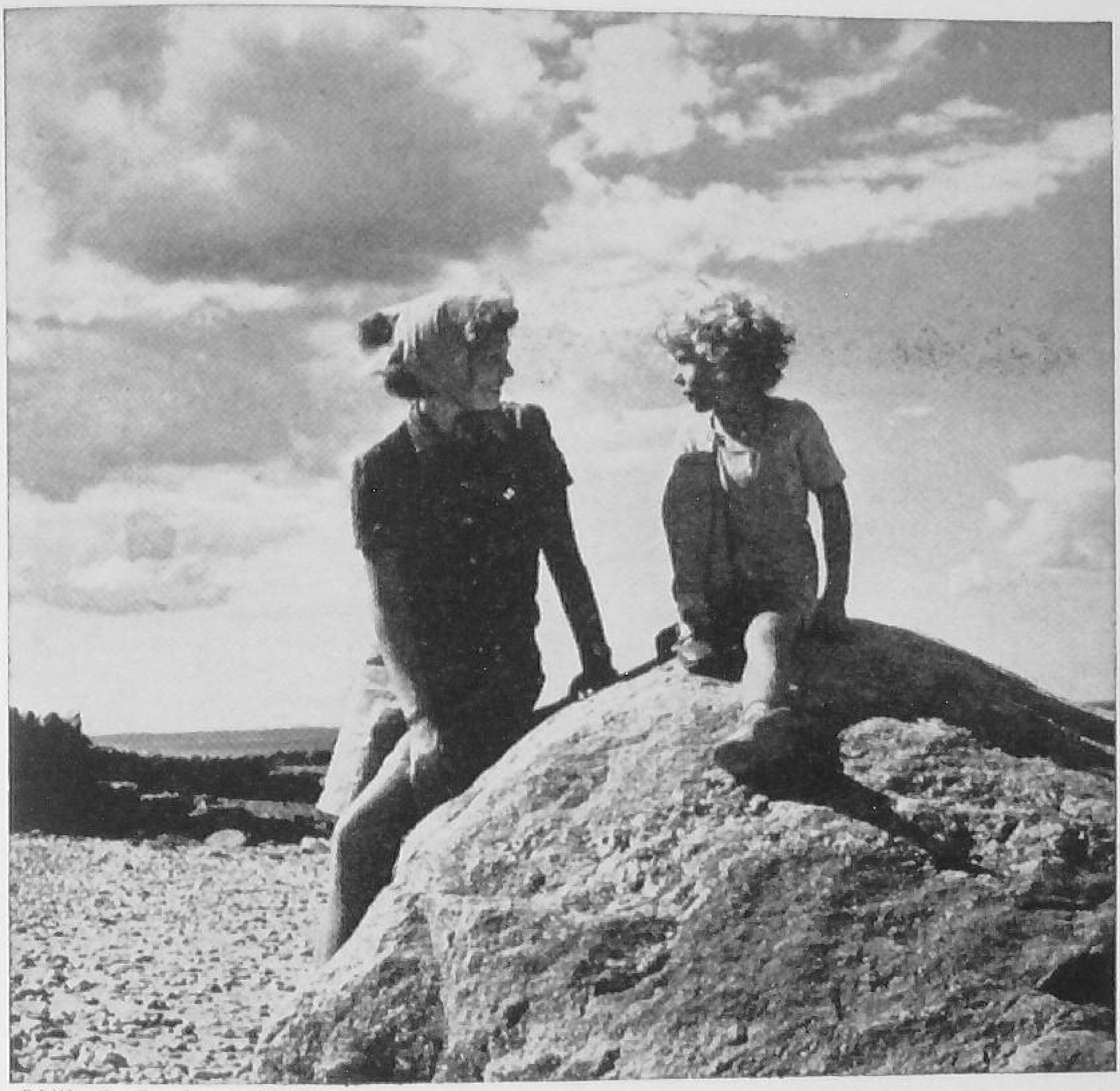
Frederic Lewis.

A day in the country.

In most cases, trips should grow out of the interests of the children. In any community, the possibilities of such excursions are well-nigh inexhaustible. Many of them will be on-the-spur-of-the-moment occurrences, for example, going across the street to see a steam shovel, stopping to see a house in the process of construction, going to see a new calf, going to the park to see a lion; others will be planned for much in advance.

Children of all ages find such places as the following interesting and learn a great deal from going to see them:

airport	zoo	library
fire station	museum	greenhouse
farm	bakery	dairy
depot	laundry	the wheat coming up
chick hatchery	grocery store	an apple orchard



Philip D. Gendreau, N. Y.

Far Horizons.

Trips to study plants, rock formations, birds, and animals hold a real appeal for children. There are places close by in which the child would be interested with help from older brothers and sisters.

Some Questions to Answer

A group of six high-school boys in a small Iowa town who had younger brothers and sisters of kindergarten age recently tried out an unusual plan of companionship with them. "Getting acquainted with the world we live in" was the general idea behind the plan that they drew up for a "tour" a month. The trips usually took place on Saturday afternoons; the youngsters accompanied by a different "older brother" each month would inspect places of interest.

How was this a valuable experience for the children? for the boys?

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Helping the Child in His Growth Toward Independence

Most of us would agree that the purpose in guiding the child is to help him achieve self-control or self-responsibility. Our American way of life makes it essential that we have citizens who can make intelligent choices, who can face reality, who can accept the inevitable discipline that life imposes, who can do both the pleasant, enjoyable tasks and the hard, disagreeable chores.

We all marvel at the energy of children. They want to go everywhere and explore everything. Watch the toddler pulling himself up by chairs, reaching for lamps, ash trays, vases, looking them over, and sometimes crashing them to the floor. When the child is older he is always on the "go," he comes in from play reluctantly; and he never wants to sit quietly or go to bed even though tired out.

Our task in "training" children is to preserve all of this fine energy, inquiring spirit, and determined will to explore and pursue their own ends, and yet at the same time to teach them to conform to the reasonable and necessary demands of their social world and to face and solve their own problems.

WHAT DO WE MEAN BY DISCIPLINE?

For a long time, discipline was believed to mean the same thing as obedience. A well-disciplined child was one who always obeyed his parents, teachers, or other persons responsible for him. He did as he was told. Such children were heralded as model children and praised both in story and in fiction. Now we know that such unvarying obedience is not desirable.

Self-Responsible Citizens Needed in a Democracy

Blind obedience, although lauded by dictator-dominated countries, is not worthy of a free people. People living under a demo-

cratic form of government must be thinking citizens capable of making good judgments. How important it is, then, that we help American children learn to become increasingly self-responsible, to see relationships, and to make their own decisions.

When obedience and discipline were considered to mean the same thing, punishment was used to obtain obedience. Children were slapped, spanked, and even whipped to make them obedient. Physical punishment, we now know, only suppresses behavior. Under such circumstances, children do what they are told simply because they are afraid to do otherwise. In other words, the use of physical punishment achieves conformity which lasts only as long as the person administering it is present. Under such circumstances the healthy normal child gets into "trouble" as soon as the person who is responsible for him turns his back.

Physical punishment, therefore, should be used rarely, if ever. We should *never* use it with a child whom we are looking after for some one else unless we have been given definite directions to spank under certain specified circumstances. And even then, we should if possible keep such circumstances from arising.

Does this mean that no form of punishment should ever be used? Of course not. It simply means we have to judge each situation in terms of what we want to accomplish with the child. Does the situation demand obedience or can we give the child a choice? Is it more important to give him a chance to have experience in making decisions or must we carry through our demands willy-nilly regardless of future growth? Rarely indeed, and then only in situations involving safety or well-being, should we decide in favor of absolute obedience.

Thus when we say to a child, "You do as I tell you," we are denying him the right to be responsible for his own behavior. We are simply substituting our decision for the youngster's decision. To command instant obedience from a child is a simple way of telling him that we have no confidence either in his good judgment or his good intentions. If we do this constantly, we are not giving him a chance to grow up properly.

Of course, there are times, and most of us would grant this, when implicit obedience is necessary. If eight-year-old Johnny starts to ride his bicycle on a crowded city speedway, immediate obedience will be necessary to save his life. If four-year-old Sally turns on the gas stove, immediate obedience may be necessary to prevent a major tragedy involving the lives of her family as well as her own. But we should remember that obedience in such situations is only a temporary remedy. It takes the responsibility away from the child and does nothing to help him understand the dangers involved in heavy traffic or in mishandling gas. In other words, blind obedience, however necessary in such situations, does not contribute to a child's growth in independence; it may produce a temporary calm and give us a chance to think out a better solution.

Punishment Should Be Logical

What about forms of punishment other than physical punishment? When other forms of punishment are used they should be logical and immediate. They should grow out of the act itself. If Tommy is consistently slow about getting ready to go for a walk, after having been warned, he should be left at home. If he can not play happily with other children, he should be required to play in a corner of the yard by himself. Punishment should also follow immediately after the act for which the child is being punished. Otherwise, Tommy may forget what he is being punished for.

However, before using any form of punishment, we should remember that to a child, and this is particularly true for the young child, things are not right or wrong, but pleasant or unpleasant. If a child is to learn to do right, we must see that pleasant things follow. This does not mean that he should be given money or other forms of reward; rather it means that he should receive pleasure in terms of a sense of achievement for having completed a hard task or in the form of sincere approval as shown by praise or a smile. Praise for right-doing is much more

effective than punishment for wrong-doing. Remember this when you feel like spanking the youngster.

Rewards

The practice of giving material rewards to the child for right action is in most cases a mistake. Under such circumstances youngsters do what is right for the reward rather than because they see the merit in the action. A material reward deprives the child of his chance for freedom of decision; it is another way of inducing conformity by means outside of the situation.

Do we want disciplined children? Yes, if the discipline is self-discipline. Do we want unvarying obedience from children? No, we want thinking, reasoning, self-responsible youngsters. The rest of this section will deal with ways and means of helping children to become self-responsible and independent.

Some Questions to Answer

"I am not going to scrub my neck this year," a little boy told his sister. "We don't get any stars for being clean in the third grade."

What does this tell us about the effect of rewarding the child for desirable actions? How would you get the child to wash his neck?

SHARING PLANS WITH CHILDREN

"Emma, I wish that I could really believe that my brothers would never be grabbed up in another war, but when I see Jack and Bob continually quarreling and trying to get the better of each other, it makes me realize that after all, fighting seems to be a natural response that's bound to break out over and over again."

"Natural, my eye," exclaimed Emma, "probably just 'natural' because we treat them the way we do. When the lawn needs to be mowed, I'll bet that you say to your brothers, 'Let's see who does this job best' instead of 'Here's a job for a couple of good workers like you!' and when the report cards come home, you probably do a little comparing to somebody's disadvantage. Probably you've said, just as I have, 'Bob, I wish that you'd keep your

Philip D. Gendreau, N. Y.

A good worker.

side of the room cleaned up like Jack does,' rather than, 'It takes real team work to keep a room clean.' And you forget, usually, don't you, that Bob is two years younger than Jack and that there should be some differences between them? No wonder Jack is always belittling his younger brother who has to fight back in self-defense. He's seen the rest of you belittle him."

Emma was right. Too many families are like a football team playing with eleven balls—every man running a ball himself and interfering with every other man. It takes team work to run a home and stressing competition between the members of a team is not the way to achieve team work!

Children Need to Learn to Live Coöperatively

What we really want children to do is to learn to live coöperative lives—the kind of a life they will have to live as an adult. To do this, the youngster needs ability to get along with and to work with other people wherever he comes in contact with them—at home, in school, in the neighborhood. He must learn to play the game and to participate in group plans. If he is to do this he needs practice in sharing group responsibilities. Often older brothers and sisters can give the child opportunities for doing this.

Children learn their first lessons in coöperative living by sharing family tasks or responsibilities. But we must remember that sharing family tasks or responsibilities consists of something more than just drying the dishes or cleaning the cupboard, as important as these tasks are to a smooth running household. And beyond sharing such tasks, children need to grow to feel that they are useful members of a family, that they have contributions to make to group living. Often we have to change our own attitudes if we are to help them achieve this feeling. Instead of the "you-ought - to - sweep - the - floor - to - make - up - for - the - trouble-you-cause-us," attitude, we should strive to develop the attitude that "if-we-didn't-have-you-to-sweep-the-floor-we-certainly-couldn't-get-our-work-done."

When a child is allowed the dignity of taking his share of the responsibility he takes more pride in it. If we say, "Betty, you sweep the floor," "Ann, carry out the garbage," "John, feed the dog," children do what we request because they feel they have to rather than because they want to or because they feel responsible for doing such tasks. Often older brothers and sisters can give children a chance to plan who is to do them. Why not say, "We

Doris Day from Atlas Photos.

Teamwork.

have to sweep the floor, take out the garbage and feed the dog before our work in the kitchen is done. How shall we plan so as to get this work done quickly?"

Planning Family Tasks

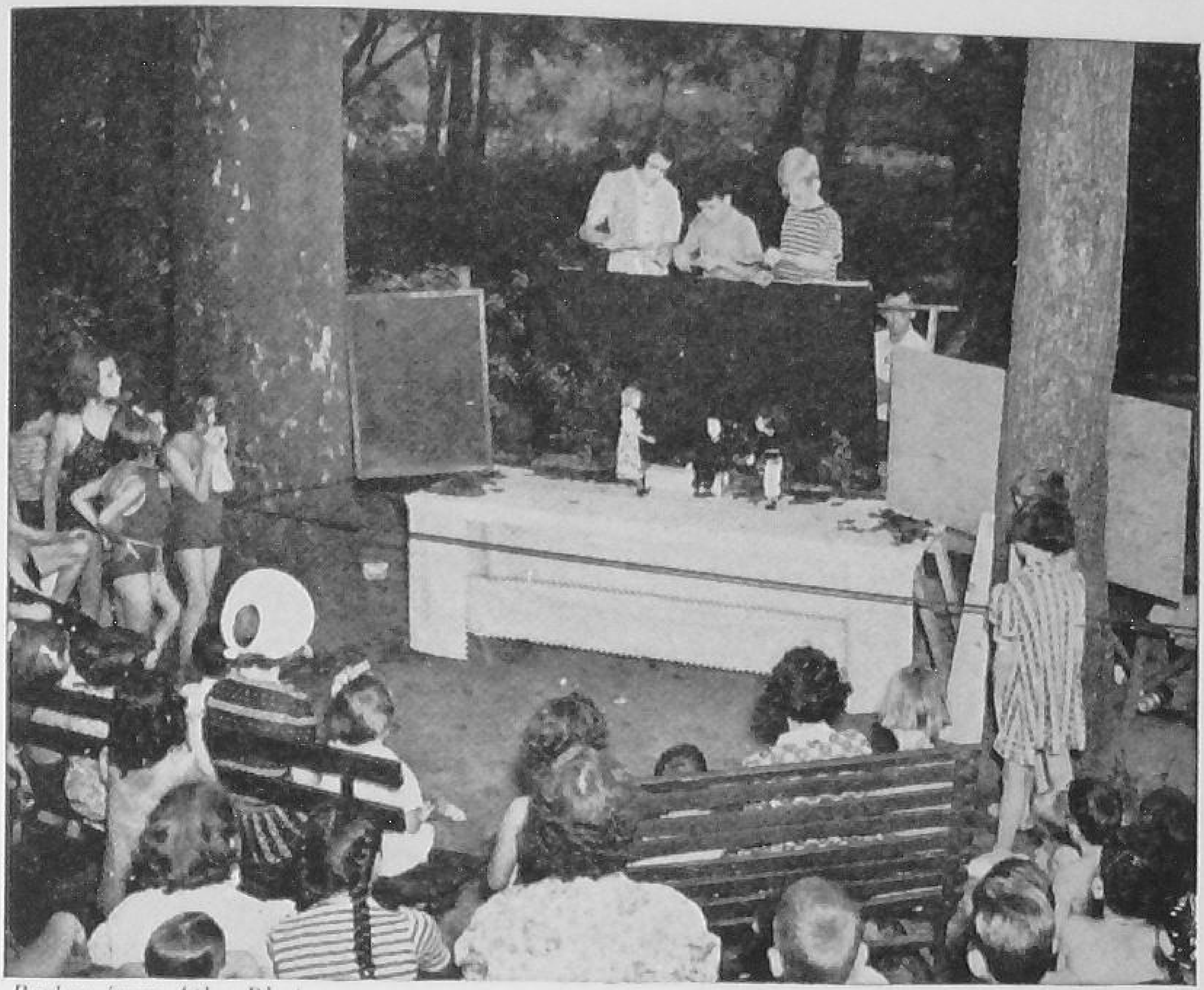
Thus one of the best ways of making children feel responsible for family tasks is to give them a share in planning them. Every one, and this applies both to children and adults, is more willing to abide by a plan that he has had a voice in making. Children can help plan such things as a schedule of family tasks, how to stretch the family budget so that insurance may be purchased, planning and maintaining the family garden, conserving household equipment, planning family or their own recreation during the summer.

Indeed, the idea of giving children a part in making plans can

Harold M. Lambert from Frederic Lewis.

Little girls can help too.

be applied in almost every phase of our life with them. For example, in an effort to save on its gasoline budget, one family, at the suggestion of the only girl, occasionally substitutes a hike for an auto ride on Sunday afternoon. The family consists of the father and mother, a sixteen-year-old daughter, and two sons, ages ten and eight years. The hike is planned coöperatively and each member of the family assumes some responsibility for it. The father and mother plan and pack the family lunch, the daughter and one of the boys who has a special interest in map-making, maps out in detail the special places that they want to include on the trip. After the hike, the map is revised and further details are inserted. With the other boy, the daughter studies the birds and animals of the region, and keeps a record of the ones seen on the hike. Father and boys build the fire for the meal, all help in preparing it, mother and daughter serve it, and father and the boys clean up the picnic grounds afterwards. Such endeavors



Barlow from Atlas Photos

The play's the thing and so's the coöperation that produced it.

help children, whatever their ages, to develop a belief in their own ideas, practice in considering the wishes of others, and a general sense of belonging and being useful. Often older brothers and sisters can be the moving spirits in such planning.

Children enjoy planning their own activities with other children, also. One summer, some children between the ages of nine and twelve decided to put on a neighborhood circus. Some of the girls assumed the responsibility for making costumes, a group of the boys collected needed properties, all worked together in the "acts." All took part in the parade and the grand march, a boy dressed up and put on a "strong man" act, a girl became the bearded lady, another girl padded herself out to be the fat lady, three boys planned a tumbling act, and a group of young children became clowns. The entire project was planned and carried out by the children with the help of an older boy and girl in

the neighborhood. Another group of children wrote a puppet play, made the necessary puppets, devised a stage and then presented the play to other youngsters in the neighborhood.

These are the ways in which children learn to take part in group plans. However, if we are to give children a part in such plans we must first know what children of a given age are capable of doing. Gaging tasks to the capacities and abilities of children is not always easy. It demands alert observation. Suppose we look at some tasks that children have assumed the responsibility for: .

Three- and four-year-old children picked up toys while Sister "dusted the living room," "washed hands while Brother combed hair," "put on cap and mittens while Sister put on rubbers."

A five-year-old proudly assumed the responsibility for clearing the table and serving the dessert.

A six-year-old took the responsibility for his own bath, dressing himself entirely, and putting away his playthings while the rest of the family were getting ready for a jaunt.

An eight-year-old began the daily task of caring for his own room and making his own bed.

A nine- and a ten-year-old boy kept the lawn mowed during the summer.

A ten-year-old girl assumed the responsibility for preparing breakfast.

A twelve-year-old under the guidance of her older sister, did the family marketing at a neighborhood store.

There are many activities in homes that all children enjoy. Cooking is one of them. It may take longer to make the mince meat when five-year-old Buster turns the meat grinder, but it gives Buster the joy of being a co-worker and is worth the extra time. Sister could frost the cake much faster than six-year-old Priscilla, but she would be depriving Priscilla of a valuable experience in being a fellow-worker if she refused to allow her to help. Similarly most children like to play in soap and water. For this reason they enjoy washing dishes more than wiping, washing clothes more than hanging them on the line. They love to operate household gadgets like wringers, coffee and meat grinders,

Philip D. Gendreau, N. Y.

He helped decide it and so he sees it through.

and vacuum cleaners. They enjoy the satisfaction of doing things if given the responsibility for checking their own performance, making windows "shiney," making a balky egg beater work.

But what about things that offer no interest in themselves? If we nag, scold, or punish, we make such tasks even more unpleasant. If we ignore, the child may get by without doing them. If we praise or reward unduly children may learn to take the "what's-there-in-it-for-me" attitude. What *should* we do then? Now we are right back where we started from. We can make the child feel responsible for tasks by giving him a chance to help plan the doing of them, by making him realize that unless he does his share, they will not get done, and by encouraging him in setting a standard of performance and checking himself.

Children enjoy being fellow-workers and planners. Let's give them many opportunities to have such experiences.

Some Questions to Answer

An older sister reports, "It wasn't until I fell and sprained my ankle that I found out how much the youngsters in our family enjoyed taking responsibilities. Making toast and soup, straightening up my room, making telephone calls, getting themselves and helping me get cleaned up—what a day it was. I did more teaching, they did more learning, we had more fun on that day than we had had during the whole summer that I had been looking after them."

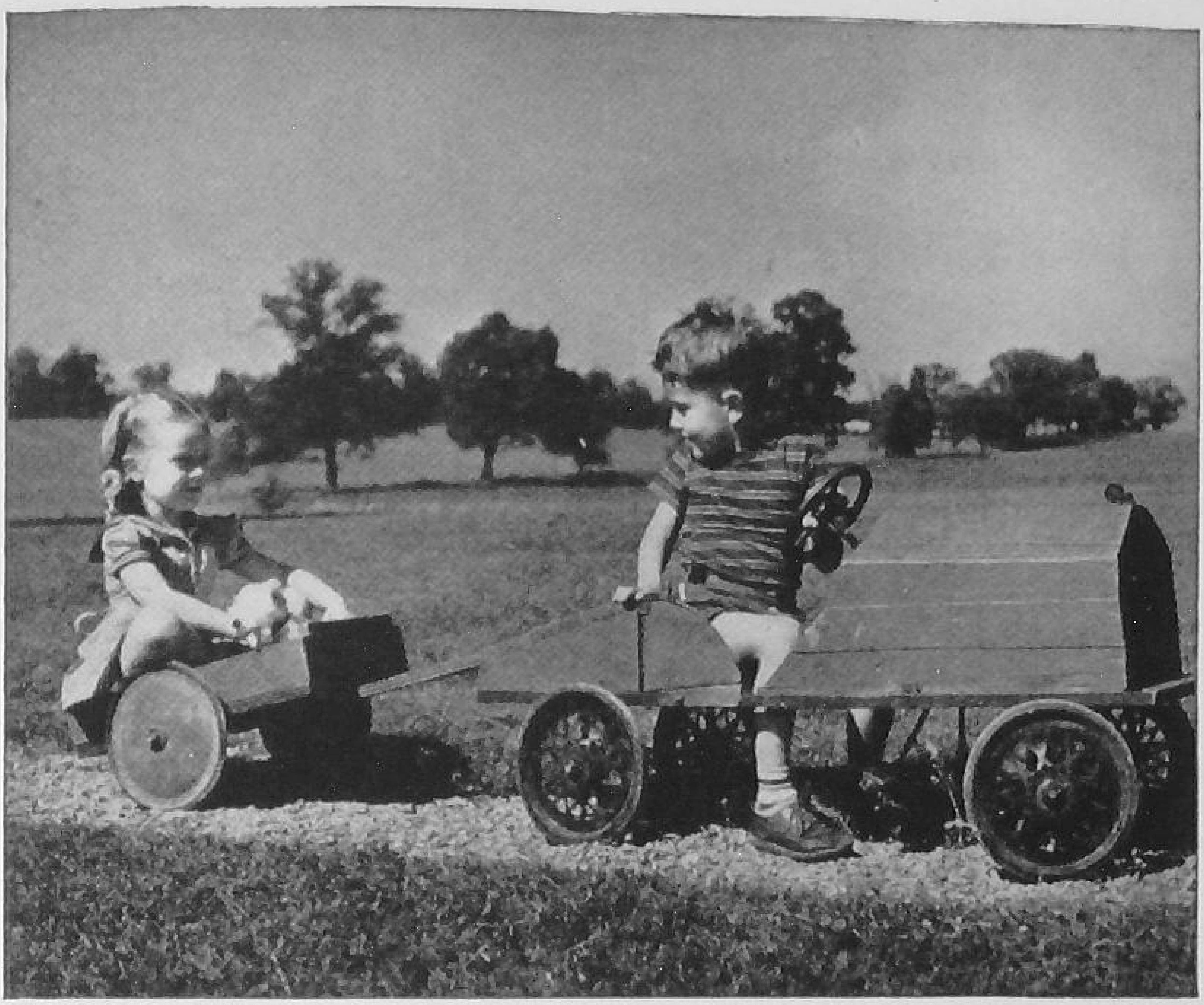
Why do you think that this was true? What does this incident show us about children?

Do you know a child to whom you could give some opportunity for sharing in planning? How?

ON THEIR OWN

Children of the same age sometimes show wide differences in their ability to manage themselves. Many times such differences can be traced to the way in which the youngster has been handled. This was certainly true in the case of Philip and Robbie, cousins, both two years of age. One day, Jenny Benson was trying to urge her son, Philip, up the nursery-school slide by calling, "Go on, darling. It won't hurt you. Look, Robbie has climbed clear to the top and he's not afraid." But Philip began crying loudly and had to be lifted from the ladder.

Half-ashamedly Jenny explained to her sister, Louise, "He's sort of timid." Louise didn't answer as she watched her own youngster go gleefully down the small slide and rush back to the ladder for another try. Then she turned to Jenny with a glint of determination in her eyes. "Timid! My eye! He's scared stiff and it's all your fault. 'Don't climb the stairs, dear, you might fall.' 'Don't touch the dog, honey, he might bite'," she mocked. "It's a wonder Philip isn't afraid to eat his cereal. Honestly, Jenny, you're one of those mothers who never gives a child a chance to do things for himself. I've let Robbie get scratched and bruised



H. Armstrong Roberts.

Bobby makes a one-passenger car serve two.

and everything else, but it hurts him less than being scared to try anything new. If you're sensible, you'll do the same thing for Philip. A little child needs a chance to be on his own even at the risk of a few bumps!"

Children Need Some Freedom

Louise was right. Children need enough freedom to explore and meet some of the realities of life in their own way. Even the little child should be given some responsibilities for himself just as soon as he can manage them. Responsibilities such as washing his own face and hands, taking care of some of his toilet needs, feeding himself, and picking up his own toys can be assumed by the child between two and three years of age. As he grows older, these responsibilities should be extended to include manag-

ing an allowance, selecting clothes that he wishes to wear, taking responsibility for home duties and practice hours.

Although youngsters should be given an opportunity to try things for themselves, at the same time they should be guarded against tasks that are too difficult or impossible. For instance, we can not let the nine-year-old ride his bicycle to school unless we are sure that he rides well; for the little child, life becomes too hard if he is surrounded by fragile articles that he is not supposed to touch—although he is too little to understand why these objects are forbidden, he is not too little to be curious about them; they should be put out of reach and out of sight.

A Child Adjusts Slowly

Sometimes it takes the small child a long time to learn to do things for himself. Once having learned them, however, it is often very hard for him to adjust to such pleas as "Let sister do it this time because we're in a hurry," or to hurry "because brother is in a rush." This was true of four-year-old Ruthie who always took the responsibility for washing her face and hands and combing her hair before supper. One day there had been visitors and no one remembered to call Ruthie in from play until supper was ready. Unable to understand the necessity for haste, she stubbornly insisted, "Me do it myself." When her older sister persisted in helping her, Ruthie cried bitterly. Probably in this case a late supper would have been a better choice.

Unfortunately the child's desire to do things for himself often leads him into trouble with his parents, with other grownups, with his brothers and sisters, and with other children. "I just don't know what to do with Muriel," Ruth Baker complained to Miss Foster, her home economics teacher. "She stalls over everything. She's seven years old and you'd think she'd begin to have some realization of the necessity of being on time. But not Muriel! The more I hurry her, the pokier she gets. Why, she even gets mad when I remind her that it is time to do things. Only yesterday she told me that she didn't like to be 'bossed' by her sister."

Miss Foster looked thoughtful before she replied, "You know, I believe that I'd change my tactics if I were you. Why don't you tell her that, if she prefers, she can use an alarm clock to eliminate having to be reminded constantly. Tell her that you are going to give her the entire responsibility for being on time. Maybe she will be late a few times, but at least she will have no one to blame but herself." Some of us, like Muriel's sister, seem to have an idea that we can argue a sense of responsibility into children.

Probably all of us, including Muriel's sister, would agree that the goal for the youngster is to grow in responsibility until he becomes an adult. The child can only learn to assume the responsibility that he will have when he is older by gradually being given more and more practice in managing himself when small. Unfortunately, sometimes, we forget this. Once we realize that this wish to "be on his own" is evidence that the child is growing up as he should, surely we shall be more gentle and reasonable in our dealings with him.

Here are other general suggestions which will help you to help the child satisfy his need to be on his own:

1. Be sure your liking and interest in the child are expressed in ways that he understands. Talk to him, laugh with him, spend as much time as possible doing things he enjoys. Don't let your conversations with him be limited to a series of "don'ts," "you musts," "hurry ups," "be goods."
2. Give the child reasons for your demands. Repeat them once or twice if necessary. When a child asks the "Why" of a request, make up your mind if it is a real "Why" for information. If it is, treat it with respect. If it isn't, say quietly and calmly, "You know 'Why' Peter" or "'Why' do you think?"
3. The child's response sometimes depends, too, on the way commands or suggestions are stated. Children the world around respond more willingly to "It is time to go to bed," than to "I want you to go to bed."
4. Before interfering with the child's play for some routine activity, you should give the youngster ample warning so that he can finish what he is doing. A child can not adjust to change as quickly as an adult.

5. Many times, encouraging a child to do something is not a question of repeating orders—you may need to help him get started. If it is bedtime, start putting things away and turn down the bed. If it is time for a bath, start the water in the tub. Then keep the conversation away from going to bed or taking a bath.

Some Questions to Answer

When four-year-old Benny, without any warning, was asked to come in and get ready for dinner, he reacted with a violent "No! Go away!" When his brother persisted, he yelled, "Go away! I don't like you." Then he hit him.

How could his brother have managed this situation better? How could he have anticipated this reaction and thereby avoided it? What would you have done?

"Jean, I want you to go to bed now. Pick up your toys and get ready," called Madge Irons to her small sister, but five-year-old Jean pretended not to hear.

Five minutes elapsed, then Madge called wrathfully, "Jean, did you hear what I said. Pick up your toys this instant and go to bed." Still silence from the dining room. Madge hurried into the room and the house soon echoed with Jean's wails as she was hurried up the stairs to her bedroom.

How could Madge have stated her command so that Jean would have been more willing to go to bed? What else could she have done?

How do the following types of grown-ups block the child's development of confidence and self-reliance?:

1. The adult who habitually says, "No, no, that's not the way to do it. This is the way."
2. The older brother who says, "It takes him so long to wash his face that I just haven't time to wait."
3. The sister who says, "He just isn't old enough!"
4. The grandmother who says, "I might just as well do it myself because Jimmy can't do it right."
5. The father who insists upon difficult tasks because "He's just got to learn the hard way."
6. The mother who says, "Mother knows best, dear."

WHEN CHILDREN DON'T MEASURE UP

Casual observation reveals wide differences in the ways children have of facing difficult tasks. Leslie's brother, Bud, had

erected a basket against the garage in the backyard to be used with the new basket ball he had given Leslie for Christmas. Billy, a neighbor lad, joined Leslie and together they marched proudly out to the basket. Leslie aimed carefully, but after successive trials he decided that he could not make it. It was too high. "I'm going to have Bud lower the basket until I can shoot better," Leslie decided after making a calm appraisal of the situation.

"Aw, I can make it. It isn't too high for me," Billy asserted, grabbing the ball. He aimed at the hoop, but the ball fell far short. He tried again and again, but all of his shots failed.

Finally Bill explained, "I could make it, but my arm's awfully stiff this morning. I hurt it yesterday. If it wasn't for that I could do it. Let's go play in the swing."

How differently these six-year-olds reacted to the same situation! One faced the fact of his failure and appraised the situation with a view to determining the cause; the other excused his failure by falling back on an alibi. Leslie was able to analyze the cause and thereby profit from his failure while Bill could only withdraw from it into another activity. Certainly reactions such as these will handicap Bill severely in his personal relationships, in business ventures, and in family and community living if he persists in them as he grows into adulthood. How had the youngsters acquired these differences?

Learning to Meet Failure

Failure is an experience which comes to every one. Early in life the child meets situations which are too difficult for him. This is true for any child no matter how talented or favored he is. The important thing for the child isn't that he be spared experiences which lead to failure but that he learn to analyze them, to persist in the face of difficulties, and to accept the responsibility for his own failure.

We can help the child in thinking clearly about his failure or mistakes and in assuming responsibility for them if we avoid the use of blame. Thus John Crawford encouraged his ten-year-old

son, Jimmy, to face responsibility for a mistake in an episode involving a broken window. He began the conversation by saying, "You know, Jimmy, Mr. Brown dropped into my office this afternoon with a bill for a broken window pane that he seemed to think I should pay. Do you have any notion why he wanted me to do that?"

"Why no, I don't," gulped Jimmy.

"He seemed to think that you were the boy who broke it, Jim. I didn't pay for it because I was sure that you would want to tell me about it and settle it yourself. You see, Jimmy, I think we have good times together. I like to do things with you and I like to talk to you, too. And I like to have you feel that you can talk to me and tell me about anything that is bothering you; you and I are good friends."

Jimmy was silent for a moment and then said in a sudden burst of confidence, "Well, you know, Dad, we were playing ball and the ball just flew off and went through Mr. Brown's window. Maybe I was a little more to blame than the rest of the kids. I was the one who batted the ball so hard but I thought Jerry would stop it."

His father smiled and said, "Well what are you going to do about it, son?"

Jimmy thought for a moment and answered, "Maybe I ought to go and see Mr. Brown. I guess I could pay for the window out of my allowance."

Exactly what had John Crawford done? He had reënforced his son's feeling of security in his father's affection, had made him realize that he could make "mistakes" without endangering his status in the family, and had helped him to do some thinking concerning his responsibility in the incident. There was no blame, no reproach, only a matter-of-fact consideration of the matter. As a result, Jimmy spontaneously acknowledged his responsibility for the broken window and decided how he must meet it.

What happens when the child's failure or mistakes are met with blame? He begins to conceal them and to become afraid of

trying new ventures. He may, even as Bill did, blame some one or something else rather than face the fact of his own failure. This habit of shifting blame, once begun, grows and in its growth stamps out the possibility of learning by experience. In other words, blame demoralizes the youngster and makes real learning impossible.

Some Questions to Answer

Two mothers sat in a restaurant one noon, each accompanied by a small youngster. The experience of eating in the presence of many other persons apparently was new to the children if one could judge from their excitement. The little girl, in attempting to carry a spoonful of food to her mouth, spilled it down the front of her stiffly starched dress.

"Doris, why can't you be careful? Why do you always have to spill your dinner?" the mother scolded as she hastily grabbed the spoon from the child's hand and forced heaping teaspoonfuls of food into her mouth, almost faster than she could chew and swallow. Soon Doris was crying loudly and resisting violently. At this juncture, her mother took her out of the restaurant, leaving her howling in the car parked outside while she finished her dinner.

A few minutes later practically the same situation occurred to the other mother. Three-year-old Robert, in an attempt to drink his milk, miscalculated and spilled it down the front of his waist. His mother said calmly, "Robbie, let me help you and soon you will be able to do it alone." Then his mother's steadying hand aided him in guiding the glass to his mouth. There was no scolding on the part of the mother; there were no tears or resistance on the part of Robbie.

What do you think would be the effect of this experience on Doris? on Robbie?

Can you think through some things that you could do to help yourself grow in meeting failure?

HELPING THE CHILD DEVELOP CONFIDENCE IN HIMSELF

The hindrances to the development of self-confidence are, for the most part, things which produce feelings of inferiority in the child. There are many causes for such feelings. The child who is

always being compared unfavorably with others, especially a brother or sister, is apt to feel inferior. Likewise, a child whose family expects him to reach a goal which is beyond his ability may develop such feelings. For example, a small boy in the process of eating his dinner said to his brother, "Guess what I made to-day—a house out of boards."

"Bobby, don't talk with your mouth full. What's your house like?"

"I'll show it to you," said Bobby slipping off his chair and running out into the kitchen.

Returning he shoved a jumble of nailed boards into his brother's hands, "See!"

"It doesn't look like a house to me. What's that?" questioned his brother pointing to a couple of loose boards at one corner.

"That's the chimney," answered the little boy.

"It couldn't be the chimney. It's fastened to the side. Where's the door?"

"It hasn't got a door—just windows."

"It couldn't be a house if it doesn't have a door."

"It is, too, a house," said the little boy angrily jerking his product out of his brother's hands. Thereafter the little boy didn't show his brother the results of his hammering and sawing, and strangely enough, too, he seemed to have lost much of his joy in them. Later this attitude carried over into his school work with the result that he always felt inferior in woodworking or any kind of hand work, for that matter—an inferiority that went back beyond his own memory to his brother's attitude.

Now the strange thing about feelings of inferiority is that they make people behave in many different ways. One child may pretend he is sick to escape from doing some activity in which he feels inferior. Another may attempt to meet his difficulty by blaming others; he feels that he is getting a poor deal from his family, his playmates, or his teachers. Because he can not have what he wants in real life, he retreats to imagined successes. Other children over-compensate for their shortcomings and be-

come the "bad" child or the bully of the neighborhood. In trying to balance their inferiority, they swing too far in the other direction. Occasionally children "show off" when they feel unsure of themselves. But all of these children have one thing in common; they are snatching blindly at anything which will help them feel equal to others in their group.

Whatever the cause and however expressed, feelings of inferiority are a real handicap to the child. One way of helping a child overcome such feelings is by helping him to experience the feeling of success. A little praising of the child's efforts when he has done something worthwhile may help to prevent his growing up with the idea that "nothing I do amounts to anything." When he begins to believe in himself because of real results, which people appreciate, then he will no longer need to retreat, to beat up smaller children, to blame others, or to "play to the grand stand." [1]

The child can be told that practically every one has some phase of his physical and mental life in which he feels inferior to other people. There is almost no one who is "tops" in everything. Consequently, each one has to learn to accept his handicaps as a challenge. History is full of people who succeeded in spite of what appeared an impossible handicap. Socrates looked like a clown, yet became the greatest philosopher of all times; Beethoven composed lovely music after he had lost his hearing; Stevenson, in spite of almost constant illness became one of the world's greatest writers. Faced with almost insurmountable odds, they succeeded in spite of them.

Thus a child who has a physical defect may be handicapped more by the attitude he takes toward it than by the handicap itself. For this reason, a handicapped child needs steady encouragement and help in doing as much as he can possibly do for himself; he needs a chance to play with children of his own age; and, above all, he needs to be spared the pity and overconcern of his parents and other people in his home, neighborhood, or school.

By helping the child build the right attitudes toward his limitations, we can help him overcome them.

Some Questions to Answer

When in an epidemic of infantile paralysis, Joan was crippled, the disabling of her leg was not the worst injury that fastened upon her. Careful and prompt treatment kept her muscles in such a condition that she could use her leg, although not with a great degree of ease. But the kindness and lavish sympathy with which her family surrounded her had the effect of making her dependent and unready to make any effort on her part to adjust to her handicap. Such comments as "Joan, let me move the chair for you. You can't do it," "Go up the stairs carefully, dear, you might fall," "Don't try to walk fast, you may trip," "I'll hang up your clothes, dear," "Don't bother," merely increased her limitations. Poor Joan was being handicapped more by the very natural but thoughtless desire of her family to make up to her in some part for her misfortune than she was by the actual paralysis.

What will be the effect of this treatment on Joan's attitude toward people who do not belong to her family? How should her family encourage her to take more responsibility for herself?

RATING WITH THE GROUP

Children Want to Be Liked by Playmates

Do children worry much about being "snubbed" by others or not being wanted as playmates? Of course they do. This is true even of the young child. A glimpse into almost any nursery school will convince you of this. For instance, just the other day in a certain nursery school Dirk and Tim, four-year-old lads, were building a house out of boxes. When Eric came near they yelled "Go 'way! Go 'way!"

Eric stood looking at them for a moment with a quivering lip and a hurt expression of longing, then going over to the teacher asked timidly, "Can I play with them?" Knowing that Eric had a clever little mind of his own, the teacher answered, "You just think about it for a minute, Eric—just think what kind of a boy Dirk and Tim would like to have play with them."

Eric stood around for a minute or two, then went over and peered into the house with a confident bearing. "Say, this *is* a nice house you've got here, isn't it? How many can get into it, do you think? Could three get into it?" Dirk responded immediately, "Sure they could. Come on in and see. It's a swell house." And in no time Eric was a member of an actively coöperating trio of house-builders.

Eric had learned an important lesson that day. He had learned that often what you are able to do is dependent upon the approach you use. These are the sorts of problems which loom large in the lives of children of every age—problems that thoughtful adults or older brothers and sisters can help them with.

To a large extent, each youngster has to develop his own way of getting along with others. Like Eric, each child must find a method of holding his own and winning a place with his group. In trying to help a shy or timid child, the best way is to help him develop his assets. Stanley, age eight, was no good at all when it came to throwing a ball or to doing feats involving physical daring like climbing. Then it was discovered that he could draw and paint better than the other children in the neighborhood. The other children gathered around this timid little boy's paper to admire and envy his big "bombers," his trim sail boats, and his life-like children. As soon as the others began to think his drawing good, he began to think so too, and strangely enough, his feeling of being able to do something spread to ball throwing and climbing. He belonged, he had a place, and now he was able to maintain it.

Becoming a Member of the Gang

Somewhere between six and twelve years, the normal child attempts to find himself a place within the charmed circle of the gang. When he enters school, he is thrust into a whole new world of school playmates of his own age and left there from three to six hours per day, dependent upon these companions for approval. He develops a whole new range of interests which often bear

only a remote relationship to his family interests. Because he is young, his new interests are very intense—they dominate his life and determine his actions. He and his companions develop much in common. Indeed, under the sun of group approval and free from mother's all-seeing eye and brother's kidding grin, the youngster really blossoms out. His horseplay or smart jokes are not funny to his family but the gang enjoys them. Here his tales of courage are accepted at their face value. If his gang decrees, he wears his cap on the side of his head and speaks gruffly. No one is horrified by his crude behavior. At the same time that he is sensitive to the code of the gang the child may be very insensitive to the wishes of his family. He may be indifferent to the importance of working for A's in school or of being punctual or clean or polite.

In such situations, we need to keep our sense of humor and realize that we are seeing a youngster actually learning how to live with others. If Charles wants to wear blue denim overalls because all of his crowd are wearing them, let him do so. If Marjory feels that she must wear nail polish, do not oppose her. Remember children are great conformists. They must feel that they belong to their group and sometimes clothes and nail polish serve as their badge. The youngster's interest in the gang represents a stage in his growth toward grown-up social relationships.

Couldn't children use their time better than by running with the gang? Of course, the answer depends on the gang. If the gang has nothing to do, it finds things to do for itself. These things may be mischievous and undesirable. Indeed, it is quite possible for the undirected gang to become a stepping-stone to real crime.

On the other hand, the child's devotion to the laws and rules of the gang may be a powerful influence in teaching him to behave properly. The youngster may learn many lessons from his group. For instance, a crowd of boys was building a shack on a vacant lot. There was one boy who shirked his share of work. He was told in no uncertain terms that he either "had to work or beat it." Because his interest in the gang was stronger than his

Harold M. Lambert from Frederic Lewis.

Taking a place in the group.

dislike for work, he fell to and did his share. His gang taught him several things: He learned that he must share in the labor and responsibilities of the group if he was to share in its pleasures. He also learned to adjust his plans and desires to those of his companions.

Frequently a youngster is able to practice loyalty to the gang before he is old enough to experience loyalty to his church, community, or country. He learns to carry his share of group responsibility in the gang before he is able to share community or even family responsibilities. The gang is the world in miniature. Therefore wherever and whenever possible, we need to provide adequate direction and leadership for it. Sometimes a thoughtful older brother or sister can help here. School, church, and neighborhood clubs or scout troops are often just the neighborhood gang redirected.

Some Questions to Answer

Richard brought home a large dog that had practically everything but a pedigree—dirt, fleas, and mange. He had persuaded both himself and the dog that it wanted to stay by locking it into the family garage. When his family returned, the dog held them at bay until Richard could persuade it that they really belonged. Richard's sister was angry and told him that the dog had to go and that the practice of bringing home stray animals had to stop. Before retiring into a sulky silence, Richard retorted hotly that all the other boys had dogs, that *he* never had had a pet and that he thought his family was both hard-hearted and unreasonable.

Can you see any justification for the sister's attitude? for Richard's? What would be a good compromise solution?

LEARNING TO THINK

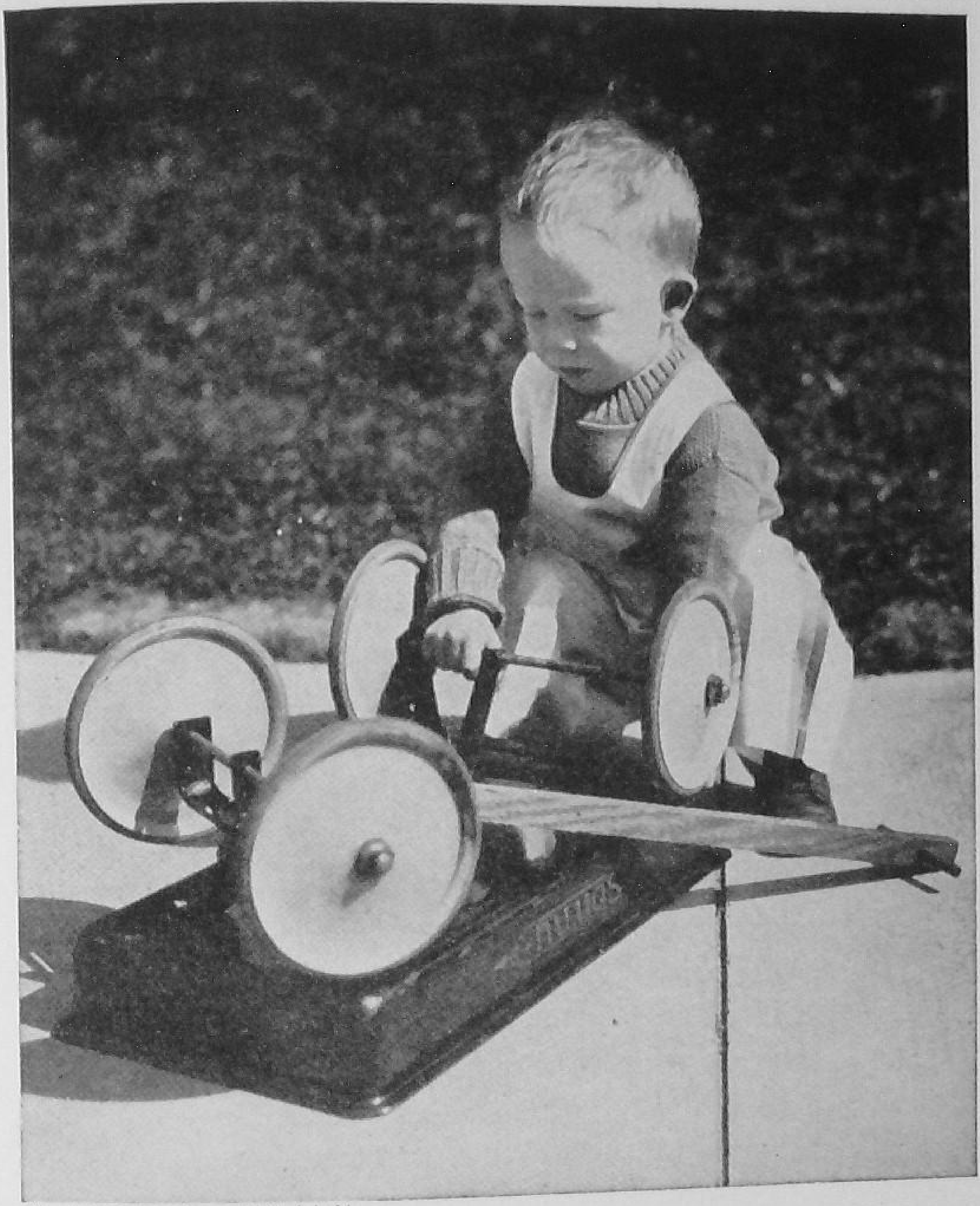
Johnny is six years old. When he is three times six the world will expect him to be grown-up, to be a self-responsible thinking adult. How can Johnny's growth be guided so that he will achieve this goal?

Of course the foundation of all thinking lies in the fund of information and experience which Johnny receives in his day-by-day living. For this reason art, music, books, trips, playmates, and playthings all have rich contributions to make to his growth in learning to think.

And in addition to all of these things, he must learn to solve problems, to make choices, and having chosen to act and having acted to accept the consequence of his actions. This sounds very complicated but it isn't if we learn to practice it as we grow up.

Making Choices

Chances for making choices appear quite naturally in all of the activities of the normal child's day. The average young child is engaged in his own big business—play of his own making. And in his play he receives practice in making choices, in doing what he wishes with play materials. And if we allow it, he has practice in learning to accept the results of what he chooses to do.



Harold M. Lambert, Philadelphia.

A wagon tongue can present a problem.

Let's look at an example which may happen right in your own backyard. Two-year-old Janie gasps when the wagon that she has pushed up the slope of the sidewalk rolls back and knocks her down. But having already learned to take some responsibility for herself, she does not cry, kick the "mean old wagon," or call for help from her older sister. No, indeed. Instead Janie catches

her breath, picks up her small self, takes the tongue of the wagon in her chubby hands and this time slowly pulls the wagon up the incline. Having arrived at the top, she continues on her way to the sand pile where Mary and Michael are playing. Thus Janie accepted the consequences of her conduct and made a new choice in the light of those consequences. She did some real thinking about what happened to her and found a way to avoid having the same thing happen again.

Out of such simple beginnings adult courage and acceptance of decisions grow. Of course as the child grows older, life grows increasingly complicated but if opportunities for making choices are kept within the limits of his experience so that the results of his choices are not too painful nor too disturbing for him to meet, the youngster's joy in making choices is not dulled. He goes on with initiative and courage from one choice to the next. He is, in the very best sense of the word, growing up. His growing up is made easier for him if he lives with people who also face situations squarely and who give him freedom and practice in doing so.

There are many times when we can plan so that children are allowed to choose. Shall Peter wear the blue suit or the brown one, his sweater or his snow suit, rubbers or not? Of course, Peter must have some understanding of weather demands, suitability, and similar considerations before he can make an intelligent decision.

Sister could probably make the best decisions with the least expenditure of time, and time is important in many busy household schedules. But if she has imagination enough to understand that the child not only likes to make decisions within his ability but *needs* to do so, she will lose time now to save it later on. She will know that some aspects of weather, color, and laundry demands are within the understanding of even the pre-school child. She will know that "I'll have to wear my rubbers to-day because the grass is wet" is better from the point of view of growth than, "I have to wear my rubbers because Susan said so."

H. Armstrong Roberts.

Considering a serious problem.

Of course, we will have to protect children in situations where an unwise or hasty choice might expose the child to actual danger. But in situations not involving danger, we should give the youngster a great deal of freedom and many opportunities for making choices.

Naturally the child will not always choose wisely (who does?), but we can bear with his mistakes if we see that he has learned from them and is ready to tackle the next problem without loss of courage or confidence. Growth in ability to think, to make choices is a slow but grand business and we can do much to see that it proceeds normally.

Often children need help in seeing the consequence of their own choices, in thinking about what is really involved in a decision that they have made, and in facing realistically the conse-

quences that will grow out of it. Not long after his fourth birthday, Alan was given a dime and allowed to go around the corner to the neighborhood grocery for a loaf of bread as he had seen his sister do many times. He was delighted with the privilege and ran both ways, returning with the loaf of bread tucked under his arm. A few days later, his mother asked him to go for bread again. When he didn't come back as quickly as he had before, his sister went to the door to see if he had returned. He had and was just in the process of handing his playmate an apple from the paper bag on the sidewalk in front of him. Surprised at this turn of events, his sister took Alan still carrying the bag of apples in to talk to his mother.

After reporting the incident, his sister suggested, "I guess Alan isn't big enough to go to the store."

"No, apparently he isn't," agreed his mother, "otherwise he would have brought home the bread he was sent for."

"Yes, I is too," Alan said quickly. These were his first words; he had been hanging his head, apparently aware of his error and doubtful of his punishment.

"Do you think we ought to let him try it again?" asked his sister.

"Well, I don't know. I don't think he is big enough to go to the store."

"I is, too, big enough," maintained Alan stoutly.

"Do you think that we ought to let you try it again?" questioned his mother. "After all, we sent you to the store after bread, not apples."

"I could take the apples back and ask Mr. Storeman to give me some bread," suggested Alan.

"If you do that, maybe we will think that you are big enough to go to the store for us even if you did make a mistake this time," replied his mother. So Alan went back to the store and soon returned with bread. His sister and mother had helped him do some constructive thinking about the incident rather than scolding him for it.

Discussing Children's Interests

Another way in which we can encourage children to think is to encourage them to talk about their interests by being alert and friendly listeners. But to share such interests we must be able to discuss them intelligently. Do you know anything about stamps—if that happens to be your young brother's hobby? It might even be profitable to observe your small sister at play with her playmates in the imaginary house that they have established in the corner of the front porch. Maybe you could make some suggestions that would make the venture even more fun. Try to show some real interest and knowledge in the youngster's activities. You can enter into his problems more intelligently if you do.

Like the rest of us, children enjoy discussing their latest interest with an alert and friendly person. Indeed the value to the child of such interests are immeasurably increased by such discussions. Intelligent talk between older people and children—not just gossip about what they are doing but talk of current affairs, books, movies, ideas, all help the child in learning to think.

It is often irritating to older people to be interrupted in their conversation by the expression of an idea from a child, even though the idea may be equally as important as some the adults have given. Too often in such situations we tell the child, "You don't know anything about it." "Wait until you're older." "We're not interested in what you think" or as one older brother remarked meanly, "There isn't any one in the world who knows so many things that aren't so the way that Howard does." Of course, youngsters' ideas are often ill-founded and inconsistent but that makes the need for an exchange of opinion with some one who has had wider experience even more necessary if they are to grow in their ability to think.

Given the opportunity, children are often quite capable of contributing worthwhile ideas to the older people in the family. Paul found that his ten-year-old sister could contribute good so-

lutions to many of the problems that he encountered in making model planes. Caroline loved to watch him work and often he would turn to her and say, "What do you think about it, Caroline? How do you think that I can fix this plane so it will fly straight?" Many times he was surprised at the constructiveness of her suggestions.

Some older boys and girls have discovered that they enjoyed talking to their younger brothers and sisters about many phases of their experiences. For instance, Homer's older brother Harry spent quite a few minutes one day discussing the advantages and responsibilities of being a good Scout. Later he laughingly admitted, "Do you know I actually got one or two new ideas myself out of the discussion." But the chief benefit really came to Homer through an increase in his feelings of importance, of self-respect, of acceptance as a result of the interest of his older brother in his affairs. In sharp contrast was the look of disappointment and anger on the face of an eight-year-old girl who had just finished telling her family about a radio broadcast by the President that she had heard during school, only to have her older sister remark sarcastically, "Well, Mom, if my little sister isn't getting interested in public affairs? She'd better eat her dinner instead of wasting so much time talking."

Children need opportunities to discuss many things with other children, too. Often they astonish us with their ability to do critical thinking of a high order. As a group of seven- and eight-year-old children were coming home from school, there was some pushing and shoving going on. Tommy had obviously been crying. A high school girl, Lou Thatcher, caught up with the children and walked beside Tommy. After awhile she said, "What was going on before I came up?"

Bob answered briefly, "Fighting."

"The boys were pushing," Betty added.

And Ted chimed in with "And there was a lot of kicking, too."

"Some one kicked me and pushed me down," Tommy explained.

"It was all over nothing, too, and that's when fighting is wrong," declared Bob.

At this juncture Ted said heatedly, "Fighting's all right."

Lou then told them the story of two boys, John and Ivan. Ivan was a new boy at a certain school and wanted the boys to think he was very strong. Because he did not know the boys and was really afraid of them, he acted very tough. So without reason, he hit John who had wanted to be friends. John did not strike Ivan even though the other boys urged, "Go ahead and sock him." He merely walked away. Then Lou asked, "Do you think John was right?"

Bob answered promptly, "Yes, he was."

Ted thought, "He was a sissy. He should have pitched into him."

"It isn't being a sissy when there's no reason for fighting," Bob declared.

Dick said, "But he ought to hit back when some one hit him."

"If John had hit Ivan, that wouldn't be being friends," countered Betty. "If you want to be friends, you don't hit."

Ted continued the argument by saying, "Girls don't fight and I don't like girls. I'm not a sissy."

Bob protested strongly, "But John wasn't a sissy! It took nerve to keep from hitting back."

"But I don't think that he should have walked away," continued George. "I think that he should have said to Ivan that there was no reason to fight and that he wanted to be friends."

Bob agreed, "Yes, I think that it always helps to talk things over."

Apparently children have much to teach us. Many adults are incapable of thinking as clearly and as critically as these children did.

The way the child thinks and expresses himself serves as a means of adjustment to the daily business of living. So it is important that he be given opportunities to learn to think and reason effectively on all aspects of life. To do this he needs to have

many experiences that will give him insight into the causes, meanings and values of life. And in addition, he needs freedom to respond in his own characteristic way with his own thoughts.

Given such freedom, children are capable of dealing with many of the problems often considered by adults. With the help of an older brother of one of the youngsters, a group of ten-to-twelve-year-olds faced such a problem in all earnestness. They had been talking about what makes wars. Ben, the older boy, had said that one of the reasons countries go to war was to get something they needed, such as coal or oil.

Roger said, "I don't see why one country has to attack another country to get oil."

"No, they shouldn't," Karl agreed. "They should ask for it or offer to buy it. They should talk it over and work it out together. Then so many people wouldn't get killed."

Another youngster volunteered, "When my father's brother was in the last war, a German shot him in the back but he went right on fighting. That was very brave, wasn't it?"

"Yes, that was *very* brave," agreed Ben. "Men are often very brave when they fight for their country. How can people be brave when there isn't any war?"

Patsy answered, "We can make the best of it when we can't have something we want."

"We can go without things we don't need and save our money for things we do," Karl added.

Louise concluded the listing by saying, "And we can cheer our parents up when they get discouraged or have bad luck."

But what does all of this mean to us who are faced with the task of caring for younger children? Simply this. If we give children rich experiences, practice in making choices, sympathy an encouragement in their activities, and if we can free them so that they can look at life with clear eyes, we shall have helped America achieve the thoughtful, responsible citizens that will be needed to rebuild the world.

Some Questions to Answer

Katherine and Sam were attempting to load a small barrel of blocks into a wagon but were unable to lift it. They asked Florence, Katherine's older sister, to load it for them. Florence started to do so but then changed her mind. Here was a problem that Katherine and Sam could solve if they were encouraged to think about it. She said, "Sam. do you remember how the men at the freight depot got the barrels into the freight car when we were down there last week?"

Sam thought for a minute, "They rolled them in but how can we roll this barrel up in the air?" Florence said, "You can find a way if you think about it." After a moment Katherine asked timidly, "Could we use a board? Is that the way?" Florence laughed and replied, "Why don't you try it and find out?"

Why do you think Florence handled this situation in this way? What did the children get out of it?

3

Dealing with Some of the Difficulties of the Child

GROWING UP INEVITABLY means a certain amount of stress and strain. The child's progress toward maturity is not a steady upward curve; it proceeds with fits and starts and many backslidings.

In the process, children are bound to have problems or difficulties. At one time or another most children quarrel with other children, take things that do not belong to them, tell untruths, or develop fears. Fortunately, if the attitudes of the persons who are caring for the youngsters are helpful, the vast majority finally succeed in emerging from their difficulties with a fair degree of success.

This section of the book will be concerned with the difficulties of the child and how we can help him overcome them.

THESE QUARRELING CHILDREN

Children quarrel! Most persons who are around children become painfully aware of that fact. But fortunately, most quarrels are not as bad as they sound. Quarreling, however noisy and disturbing, is evidence of "push" and initiative, of active effort in the case of conflict. But even so, children should learn to "behave" without quarreling. What can we do to help them?

Causes of Quarreling

First of all, we should look for the cause of quarreling. Unfortunately, there is neither single cause nor single remedy. Youngsters quarrel for a wide variety of reasons. Small amounts of jealousy, fear, anger, or feelings of injustice may cause children to quarrel over trifles as unimportant as who's to ride the bicycle, to wear the green hair ribbon, or to go to bed first. Of course, such a cause suggests that to help children solve the problem of

quarreling, we shall have to help them with the feelings causing the quarreling. For example, if we have determined that the underlying cause of quarreling is jealousy, we must then treat the jealousy rather than the quarreling.

Quarrels, too, are often the result of differences in interest. Bobby may want to build a garage out of the blocks while Jackie would like to use them in constructing his store. Plainly it is impossible to use them two ways at once, and a conflict is inevitable. Such quarreling may be avoided by helping the children see how they can share the blocks.

Preventing and Settling Difficulties

Children can be taught to take turns and thus avoid conflict even though they are very young. When a certain three-year-old entered nursery school, she attempted to take by force whatever she wanted from the other children. There were frequent clashes and in settling them the teacher would say, "We take turns in nursery school. You can have it next." "It's Bobby's turn now." Only a few months later, all this was changed. When Betty wanted something another youngster was using, she would approach him pleasantly saying, "Give it to me when you're through, Tommy." "Let's use the wagon together." "I'll be the mama and you be the papa." "You can have it when I'm through," or "Honey, if you'll let me have those blocks, I'll build a house for both of us."

If a child does not quarrel, once a disagreement arises, what can he do? Must he simply give in or run away from the situation? Of course not. He can learn to solve his conflicts by talking them over and arriving at a satisfactory settlement of them rather than by resorting to yelling, kicking, or sulking.

For example, Frances Bowers was in the kitchen preparing the family's dinner when she heard the following quarrel between her ten-year-old sister and her eight-year-old brother.

"Georgie, turn off the radio. I'm practicing."

"But I want to listen to Superman."

"But I came in first. Mother said that I should practice before supper."

"Sure, you always wait until Superman comes on."

"Then *I'll* turn it off," said Ruth going toward the radio.

"No, you won't."

"Frances, Georgie kicked me!"

Frances realized as she came into the living room that this situation needed to be looked at calmly, undisturbed by the bubbling supper dishes and the expectation of her parent's arrival.

Turning to Ruth, she said, "Ruth, you and Georgie will have to work out a schedule. Georgie enjoys the Superman program and you must get your practicing done. You will simply have to work it out so that both things are possible. Couldn't you practice at 4:30 as well as at 5:30? Then Georgie could hear Superman."

"Yes, I 'spose I could," admitted Ruth, a bit unwillingly.

"All right. And Georgie, how many programs have you heard since you came in?"

"Three."

"Now, Georgie, you will have to select the programs which you want to hear the most because you can't run the radio all the time and give Ruth a chance to practice, too. I tell you what, each of you make out a schedule and then we'll decide just when Ruth is to practice and Georgie to listen to the radio.

"For the present, Ruth, you postpone your practicing until after dinner. And Georgie, you will have to turn the radio off right after dinner so Ruth can practice."

There are many other ways of settling differences besides arbitration which children can learn. For example, they can learn to accept the will of the majority. Here is another place we can help them. How can we go about doing this? Let's see how Jim Morehead helped the boys in his neighborhood settle a quarrel.

Late one afternoon, Jim was sitting on the porch peacefully reading the newspaper when he heard the noise of a quarrel coming from the backyard.

Lee, Jim's ten-year-old brother, shouted at Tom, "You're out!"

"I'm not!"

"You are, too!"

"You pushed me off the base."

"Aw, c'mon, you're out. It's our bat."

Then Eddie's voice, "Tom's safe and I'm batting or I'll take the ball and go home. Give me that ball," followed by sounds of scuffling.

At this juncture, Jim thought it was time for him to take a hand. He sauntered around the house and asked, "Are you boys through playing ball or do you really want to play?" Several boys said that they really wanted to play.

"All right, then, I'll be umpire and we'll settle this fight first. How many of you really saw the play and are sure Tom was safe?" Five boys held up their hands.

"Now, how many saw the play and are sure Tom wasn't safe." Three boys responded.

"Well," said Jim cheerfully, "the majority wins, so that's settled. Eddie, it's your pitch. Batter's up. Ball one."

Probably you can think of other ways in which children can learn to settle differences. Whatever the means, children often need help in their early attempts to coöperate.

Sometimes, of course, it may be better for children to argue out their difficulties. Many quarrels settle themselves. Often we are too intent on silencing loud voices or maintaining our own authority with the result that we do not give the children a chance to settle the matter. In many cases we should stay in the background. The child who learns to prevent or stop a quarrel by the use of his "brains" or good humor has learned a valuable lesson in getting along with other people.

For instance, the other day Jack and Bob, ages eight and nine, were playing ball with Wendell, age eleven. When the older boy took too many turns at bat, the younger boys picked up the ball and mitt and started to leave. Wendell called after them, "Where are you guys going?"

Harold M. Lambert, Philadelphia.

"If we play ball . . ."

"We're going home to play ball by ourselves," Jack answered. "We won't play with you if we can't bat."

"But you won't have a bat to hit with. The bat belongs to me."

"We don't want your old bat. We can get along without it. Your bat's no good without a ball."

"Aw, come on back and play."

"If we do," Jack shouted, "I bat first and Bob bats second and you bat third."

"Okay, Okay!" responded Wendell, "but come on back and play ball." Then the game proceeded on a fairer basis.

What had the children learned? Jack and Bob had learned the value of standing together and Wendell had discovered that other boys would not go on playing if he retained all of the batting for himself. All three had received a lesson in the necessity of sharing the fun of batting as well as the chore of chasing the ball.

Children's quarrels! Tempests in teapots? Yes. Most tempests begin in teapots. But sometimes they do not stay there. All of these means are merely helps for settling quarrels, for "keeping" tempests *in* "teapots."

Some Questions to Answer

Mary was making a house of blocks. John was pushing a train about the yard. The train bumped into a corner block on the house and it fell. Mary hit John with a stick. John hit Mary with a bigger stick. A "free-for-all" followed.

What are the children quarreling about? Can each child have what he wants? How much of what he wants can each child have at the same time? What do you think that you should do under such circumstances?

"I just can't understand why Billy Green is so scrappy. The days he's in kindergarten it takes the children twice as long to choose toys with which to play. Billy grabs first one toy and then another. I can't understand why he is so persistently quarrelsome. He's small but as scrappy as a bantam rooster," puzzled Irene Hardwick, one of the volunteer assistants.

Milo Morton responded, "Well, I wouldn't wonder if I could throw some light on that problem. I believe the key to Billy's behavior may be found in some comments that I overheard his father make. He said, 'I don't want my boy to be a sissy. I want him to fight for his rights. I always tell him to "Hit them back if they hit you. Don't come to me for protection."' Another time I heard the father say in speaking

of his employees, 'If they don't like my ideas, I shove them down their throats and make 'em like them.' Maybe that's the explanation for Billy's behavior. He's probably just reflecting his father."

Do you think Milo's reasoning was correct? How do you think that Billy's attitude can be changed?

What can be done to prevent quarreling among children?

What are some means of encouraging children to work together?

Do you think that children should be encouraged to fight for their rights? If so, under what circumstances? If not, how would you have them settle their difficulties?

Name some of the situations that frequently give rise to quarreling.

Why can't children learn to settle their differences if adults constantly "quiet" them?

THIEVES ARE MADE, NOT BORN

No child is born either honest or dishonest. He has to be taught the code of honesty regarding property; he can not inherit it. Like other ideas, the child's ideas of honesty are acquired and grow out of all of his experiences in his home, school, and neighborhood.

Moreover, just because the child steals, he is not necessarily doomed to be a thief. When he is a child, he is always in the process of "becoming" something. And in the process of becoming honest, it is not at all uncommon for children to steal. In other words, becoming honest in handling property is a matter of learning.

Learning What Is His Own

And how does this process of becoming honest begin, and what can we do to advance it? How does the child acquire the right attitudes toward property? Well, first of all as a little child, he has to learn to differentiate between things which belong to him and things which belong to some one else in the family before he can be expected to recognize and respect ownership of property outside the home.

Indeed, actual ownership of something is necessary if the little child is to develop a property sense. For this reason, the child needs to have his own toys, his own clothing, his own place to keep things in, and as far as possible complete control over his belongings. Only in this way can he learn the meaning of "mine" as contrasted to Daddy's, Mummy's, brother's, or sister's.

A real feeling for the property of others is best learned by example and imitation. For this reason, we should treat the youngster's belongings with the same respect that we would show toward the possessions of another grown-up. Inevitably the child will have the same attitude toward the property of others as has been exhibited toward his own belongings by other members of the family.

Let us admit, too, that many times we unthinkingly set the example which the child follows when he steals. We can not expect four-year-old Sarah to understand why she is scolded for stealing from older sister's purse when she has seen her brother take money from the same source to pay the vegetable man. Her brother should have explained that later he reimbursed his sister. Thus explaining such situations to the child and making him return misappropriated property are means which often prove to be effective.

Motive Determines the Cure

But you say all this may be true but it doesn't help much if a child already has acquired the wrong attitudes toward property. If we find a child stealing, what should we do then? Well, first of all we need to determine the motive underlying the act. After the motive has been determined, the cure can be applied in terms of what the stealing represents. The only permanent way to cure the child of this fault is to help him outgrow the need for resorting to it.

One of the simplest motives is the desire to possess some object that captures the child's fancy. The youngster sees something that he wants and because it is something that his parents can not

afford, or because it would take a long time for him to save money to buy it, he simply takes it. Here the cause is an undeveloped sense of "mine" and "thine." This type of stealing is found particularly in young children. What can be done about it? First the child should be given more possessions and more responsibility for them. In addition, by talking with the child we can make him realize how he would feel if some one took an article he had made or bought with his own money.

Some children steal to acquire possessions that are like those of other children in their group. For example, Bruce, age ten, stole a bicycle because he was the only boy in his gang who didn't have one. What Bruce needed above everything else was a chance to earn one by his own efforts. Only in this way could he learn to appreciate and value his own and other people's property.

Occasionally children steal as a result of social pressure. Thus twelve-year-old Bob stole to keep in the good graces of his gang. He had heard from the other boys exciting accounts of their experiences and decided to "pull a job" himself.

Such stealing is motivated not only by social pressure but also by the simple desire for adventure. When the desire for adventure results in stealing, we need to make provision for legitimate adventures. A good scout director can sometimes get the gang to become a scout troop and get adventure through scouting rather than thieving. An older brother can help by planning with the youngster for new interests and experiences—trips, reading, music, hobbies.

Often stealing is only an indirect means to an end. Although the child steals a material object, he really wants something quite different—affection, popularity, power—for which the object has become a symbol. This was true of Lawrence. In his own family Lawrence was always pushed from the center of the stage by his older brothers and sisters who were more brilliant and accomplished than he was. So he turned to stealing as a means of enhancing his own importance through his ability to set up treats or give gifts to his school mates.

By initiating a variety of activities in which the insecure child can take part, we can help the youngster achieve a feeling of being wanted and accepted by both his family and his playmates. Such children actually need to be "built up" in terms of their place in the home, the neighborhood, and the school. They need both attention and affection and a chance to achieve.

Apparently, respect for property rights is a matter of slow growth. The child can not attain it by merely learning such precepts as "Thou shalt not steal." He can learn it only through many experiences involving his own and other people's property. And if he fails at any stage of the game, he needs help, sympathy, and understanding rather than blame. A child who steals presents a problem in re-education.

Some Questions to Answer

One day four-year-old Caroline was told that she could not play with a certain book because it belonged to her mother. The next day when she asked for it again, her mother let her have it.

What will such treatment do to Caroline's ideas of property?

What would be the effect on the child of the following attitudes?

"Of course, I don't consider it stealing when Mary takes things belonging to members of the family."

"I'm sure Buddy thought that the marbles were his."

"Johnny is so clever. He slipped an apple into his pocket when the grocer wasn't looking."

"Every time you steal something, I'll give you a good, sound whipping. I simply will not have a thief in my family!"

SHORT TELLERS OF TALL TALES

Falsehoods Often Not Intentional

Many of the untruths children tell result from too vivid imaginations. Of course, such misstatements of fact are not limited to youngsters. Even as grown-ups, when we look back at some previous happening, many of us tend to mix suppositions of what occurred with what actually took place. With repetition, the

story grows more and more like the way we wished that it had happened. Children, too, do this. They discard the disagreeable parts by "just pretending" they didn't happen, and magnify the pleasant part.

The following story is an illustration of how a child's imagination may transform an account of a happening. When six-year-old Jimmy was walking by a neighbor's house, a German police dog ran to the fence and barked at him. First, Jimmy told his brother that several dogs came to the fence and barked. Later, in telling the story to his mother, he reported that the dogs had followed him the length of the fence growling and barking loudly. Still later, his grandmother was told that a pack of dogs had been in the street and had chased him several blocks, only turning back when he picked up a big stick and stood his ground. Now Jimmy was not deliberately lying. He had told the story so often that finally the difference between the facts and the make-believe had disappeared from his mind.

Plainly, scolding or punishing for this kind of untruth will not solve the difficulty. The problem here is to teach the child to distinguish between the real and the make-believe without destroying the pleasure in either. We should enjoy such stories with the child, but at the same time let him understand that we know they are "just pretend" stories.

Other untruths are the result of a confusion in the child's mind. They arise from the inability of the child to report with accuracy because of inadequate ideas, lapses of memory, or the suggestion of another person. The mother of a three-year-old child left her little girl playing with a pocket book while she answered the phone. On coming back, she found the pocket book open and two pennies missing. "What did you do with the pennies?" she asked. "Did you put them in your mouth?" "Yes," was the quick reply, "I eated them." When the little girl saw how frightened her mother was she said, "No, I didn't," but by this time she apparently didn't know whether she had or not. Later, the pennies were found on the chair. In such instances,

children answer in a way which they think will please the person questioning them rather than by giving an account of the actual happening.

Here, growth in truthfulness really is growth in more accurate observation and reporting. Children have to be able to count, to recognize colors, to judge sizes, weights and the like before they can be expected to give accurate accounts of many common happenings. Consequently, we should correct such untruths unemotionally and without scolding, merely restating the fact, "Patsy has four puppies, Billy, not twenty." "That animal is a dog, not a bear, Lucy." "The kitties are black and white, not pink and blue, Betty."

Still another type of untruth, whose primary motive is not an attempt to deceive, results from the child's desire to receive attention or to show superiority. For example, ten-year-old Peter came home with a glowing tale of how much faster he could run than the rest of the boys. He was merely trying to build himself up in his family's estimation. What he needed was a little more attention from his family and a chance to feel important and needed. We are better able to deal with such situations, when we understand their cause.

Obviously the remedy for such exaggerations does not lie in scorning the teller, but in helping him to find suitable ways to impress himself on other people. Often this may be done by helping him acquire skill in something such as a game or in some form of athletics, in the acquisition of a hobby, or in carrying special responsibilities at home.

Real Lies

The misstatements of fact that are uttered with no desire to mislead are relatively simple to handle, but those based on a real intention to deceive are more difficult. Untruths of this type may be out-and-out lies which have no element of truth in them or they may be intentional distortions with a slight basis in fact. For example, eight-year-old Rosemary reported to her parents

one noon that her teacher had given the children in the third grade a holiday. The next day she told her teacher that her mother had kept her out of school because she was ill. Both of these tales were deliberate falsehoods. On investigation it was found that what Rosemary really needed, however, was some special help on spelling rather than punishment or blame for not telling the truth.

One day seven-year-old Michael came home from school late and told his mother that three men had tried to kidnap him. He described with great gusto and in detail how he had finally succeeded in outwitting them. The afternoon before he had been severely scolded for not coming home on time, and in his effort to avoid another scolding he resorted to the most exciting tale that he could think of as a possible excuse for his tardiness.

Lying which results from fear is the most common kind found in children. It usually comes from fear of physical punishment, but fear of the opinion of the family or the group may operate in the same fashion. When a child is forced to choose between telling a lie and receiving punishment, especially if it is out of proportion to the offense, he will almost invariably lie. The removal of the fear causing this kind of lie usually will do away with it. If we are to help youngsters to overcome lying of this sort, we need to build up a feeling of security in the child; we need to make him feel that no matter what he does, we will continue to love him and to treat him fairly.

Of course, occasionally, children resort to lying for what to them seems a noble purpose. Sometimes when a group gets into mischief, one child will assume all the blame and lie to protect his companions. In other instances, children will confess and take the consequences of an act committed by another to save that friend from punishment. Practically all children, too, consider it permissible to tell lies to those in authority and to their enemies, so long as they tell the truth to their play fellows and friends. Here, instead of making sweeping condemnations of the child for his departure from truth, we should help him acquire

judgment concerning the relative values involved in the situation. We will need his confidence to do this.

Occasionally children, like adults, are motivated by undesirable emotions such as envy, malice, and even hate. Here the best guarantee for right emotions on the part of the child is right emotions on the part of the grown-ups around him. Children are more influenced by actions and by the attitudes manifest in those actions than by words. Through good examples on the part of grown-ups, the child can learn that happiness never is achieved except through friendly and sincere relations with other people.

White Lies

Furthermore, grown-ups should scrutinize their own attitudes and actions toward truth. Fathers, mothers, brothers, and sisters tell "white lies" without thinking of the influence these may have on children. Perhaps sister says she can not accept an invitation to a party because she has a previous engagement. A little later a friend comes in and the child hears his sister ask, "Can't you go to a show with me Wednesday night? I didn't want to go out with Bob Brown, so I told him that I had made other plans. Now I have to arrange something!"

If we preach honesty to children, yet use evasion in our dealings with others, inevitably the child will adopt such practices. Indeed, the best and the only way to help children attain acceptable standards of honesty in handling facts is to have such standards prevail in the lives of those around him. If we are to develop ideals of truth in children, we must be honest with them ourselves.

In general, then, what can we do to encourage the development in children of proper attitudes toward facts? We can help the child learn to tell the difference between facts and fancy, and then we can make him feel that we have confidence in him. Although he may be untruthful at times, he is not a liar and we will not treat him as such. In spite of his occasional lapses, we will keep our faith in his ultimate ability to become a truthful person

and will set a pattern for truthfulness in our dealings with him and others.

Some Questions to Answer

"Dan, hey Dan," yelled Billy Brown excitedly as he burst into the living room, "I just shot fifteen bears out in the backyard." Billy's brother Dan said sternly, "Bill you know that you haven't been shooting bears because there are no bears around here to shoot. Why do you tell such lies?"

Do you think Billy was really lying? How could Dan Brown have helped Billy tell the difference between the real and the imaginary without robbing him of the joy in his make-believe adventures?

Some Statements to Check

Check the one which seems to you to be right.

When a child tells a lie you should:

—— 1. Tell the child that people who tell lies are always punished and sent to prison.
—— 2. Make him admit the truth.
—— 3. Spank him.
—— 4. Tell him the story about George Washington and the cherry tree or appeal to his pride in his ancestors.
—— 5. Try to discover his reason for uttering an untruth and then treat the lie on the basis of its cause.

SMALL GREEN-EYED MONSTERS

Jealousy is shown chiefly in situations in which the child feels neglected by the ones he loves. Essentially, it is a fear response—the child is fearful of his status or security. Just because it is a fear response, it produces behavior which often is extreme and unreasonable. Sometimes it is shown by violent outbursts of anger; other times by sulking; often in trying to outdo the one of whom the child is jealous; sometimes by withdrawing—the child pulls into his shell as a snail does when it is poked. Of course, child victims of jealousy do not understand the reasons for their feelings; they simply feel unhappy, slighted, or lonely. Moreover, psychologists tell us that throughout childhood jealousy is more common than most of us are prone to believe. So

common, in fact, that probably every child shows traces of it at one time or another.

Various Causes of Jealousy and What to Do About Them

One of the most common occasions for jealousy in young children arises with the coming of a new brother or sister. Sometimes such a situation is described by saying that the child's "nose is out of joint." Unfortunately it isn't as simple as that. If the parents or the persons responsible for the child meet this problem with their eyes open, trouble can almost always be avoided. Invariably, youngsters are interested in babies, and it is possible to arouse in them the keenest anticipation for the new brother or sister. Telling the child that there is going to be a new baby and "maybe you can help us take care of it" leads the child to look forward to the event. If children are to be fond of each other as they are growing up, a good start toward this should be made even before the birth of the second child.

But suppose jealousy has occurred already, what should be done then? If we look at the situation fairly, the child can't be blamed for feeling as he does. After all, he has had all the attention for two or three years and suddenly most of it goes to the pink bundle that came into the family without any warning at all.

The problem with which the family is faced is that of making the child know that he is loved—that he has not lost his place because of the newcomer. One of the best ways of doing this is to give him some such explanation as the following: "You know, Budge, Susan can't do a thing for herself so we have to spend a lot of time taking care of her. Once upon a time when you were tiny, you had to be taken care of in this way, too. But now, you are a fine big boy who can do many things for himself. I wouldn't wonder if you could even help take care of Susan, because you're getting so grown-up and she belongs to all of the family." His parents and others should be sure to pay attention to him as much as they ever did—holding him on their laps, telling him stories, showing him affection. If they give him the feel-

Budge feeds Susan.

ing that he is loved, that he has a place, then he won't be jealous of the baby's place.

Frequently jealousy is aroused when unfavorable comparisons are made between a particular child and a sister who is prettier, a playmate who gets better grades, or a cousin who is neater. Although we may praise one child merely to encourage the other children to copy him in some desired conduct, such praise rarely has this effect. This was true in the case of Sam, a ten-year-old boy whom all the grown-ups in a certain neighborhood liked. They were constantly telling their own boys, "If you would only keep your clothes as clean as Sam does," or "If you would only be as polite as Sam is." The adults could not understand why all the boys disliked Sam so thoroughly and Sam

could not understand why the boys "ganged up" on him so often. When Sam discovered the cause of his unpopularity, he deliberately developed some "rough-neck" habits, such as wearing his cap at a rakish angle, and maintaining a "sloppy appearance." Whereupon his popularity with the adults decreased steadily and his popularity with the boys increased until he was finally accepted as a full-fledged member of his gang.

Of course, no thoughtful person would willingly gamble with the child's present and future happiness and security in those he loves by deliberately arousing jealousy. If we look around us we can see many grown-ups who bear the scars of such careless and thoughtless management during their childhood. Surely we would not risk all of this for our passing amusement.

At the first signs of jealousy, then, we should look beneath the surface for the cause. Why does the child feel unloved? How is he being starved for affection? What can be done to make him feel better?

In its early stages, fortunately, jealousy is very easy to handle. Sometimes a little praise, an affectionate pat on the back, or a little special attention is all that is needed. Above all, we should remember that the child who feels secure is never jealous and that the jealous child is miserable, indeed. Only one person in the world is more pathetic than the jealous, unhappy child. This is the jealous, unhappy adult that he becomes unless something is done to help him.

Some Questions to Answer

How does a child grow to feel loved and approved? What are the possible effects on him of (1) believing that a parent favors a brother or sister, (2) comparing a child unfavorably with another child, (3) an older brother who never enjoys playing with him or being with him.

"I wish," Laura Edmonds declared to Mrs. Parsons, "that you could have heard your daughter talking about the new baby. My, she was cute!" Mrs. Parsons was interested. "What did she say?" she asked, all set to be proud.

"She was telling Dave and me all about him the other day. She

H. Armstrong Roberts.

Janey looks after her baby brother.

said 'You know I have a new baby brother!' And I said 'Yes, I do. How do you like him?' 'Pretty well' she told us, just like a grown-up. 'He's so tiny though. He can't do a thing for himself; he can't talk and I can carry him; I put powder on him, and mother's going to let me give him a bath pretty soon.'

"Dave and I thought it was just wonderful. So many children get all upset by new babies. You remember how the little Peters boy stuck a pin in his baby sister?"

How did Mrs. Parsons manage it so that Janey had such a good feeling about her baby brother?

WHY IS MARY AFRAID?

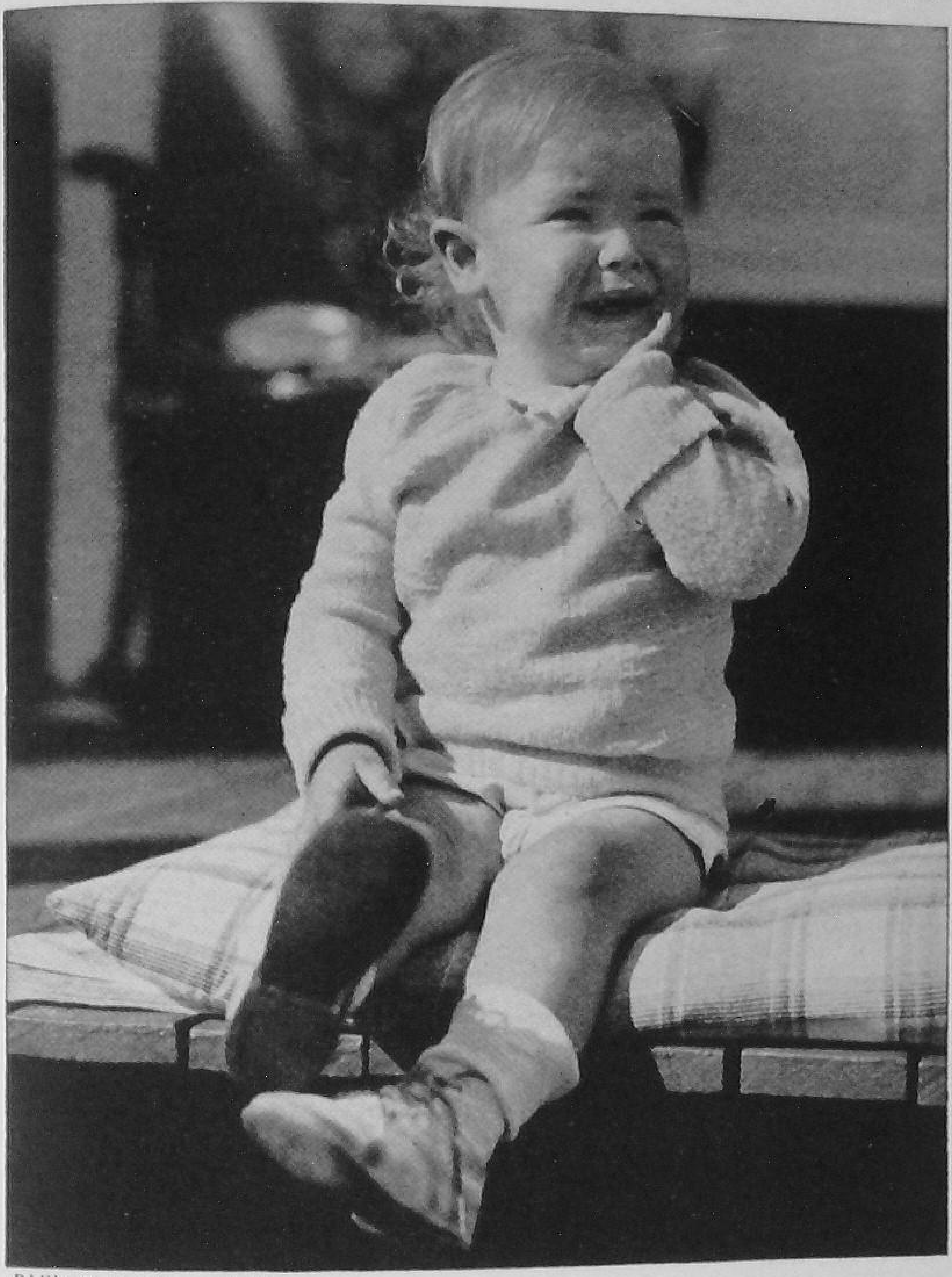
Why is Mary afraid of the dark? Why does Billy refuse to go upstairs alone? What causes Teddy to cry when he hears rain on the roof at night? Frequently we cannot answer these questions. We can, however, discover several general causes of fear which may help us to protect the child from its effects.

Some Underlying Causes

One of the most frequent causes is the effect of sudden or unexpected movement in things with which he is familiar. Young children may be frightened by such things as a wash cloth unexpectedly moving in the bath water, a curtain suddenly stirred by a breeze, or a ball suddenly bounced toward them. Sudden movements are upsetting to the child because he has not learned how to meet unexpected experiences.

A second general cause of fears may be classed as contact with the new and unknown, the strange and mysterious. It is difficult for us to realize how strange the most commonplace objects may be to the youngster when presented for the first time. A little girl of two became very much frightened when she awakened and saw a new black dress which her mother had brought home and hung over the back of a chair in the bedroom while she was having her nap.

A third common factor resulting in fear is physical upset. The well child may feel an active curiosity in a new situation while the same experience may be terrifying to the child in poor physical condition. Maybe Mary is afraid of the dark because something fell suddenly in the room one night when she was slightly feverish and more liable to fear than usual. Perhaps John is afraid to go upstairs alone because a sudden fear of being alone seized him one day after he had had a digestive upset and did not feel well. Perhaps Teddy formerly slept soundly through storms but one night, when he was not well, he awakened and was frightened by a flapping curtain.



Philip D. Gendreau, N. Y.

Why is Mary afraid?

Often, too, children acquire fears from other people. Although we may try to hide our fear of dogs, storms, or bugs from the child, we may give him our fears even so. Fears are highly contagious or "catching." They may spread from one person to another.

Sometimes we deliberately frighten the child to make him mind. We threaten him with the policeman, the doctor, the big dog, the bogey man. Such treatment of a sensitive child is cruel, and may result in an overmastering fear which may continue into adult life.

Of course, it is impossible to protect the child from all exposure to fear, but we can reduce the chances of a fear developing by helping the child to understand the strange world around him, by getting rid of our own fears so that the child will not "catch them," by keeping him healthy, and by refusing to use fear as a means of controlling him. Children's fears should always be taken seriously. Any one who has ever experienced a strong feeling of fear will try to protect children from it as much as possible.

Overcoming Fear

But suppose all of our efforts to protect the child from fear have failed. What then? One of the best ways of helping a youngster overcome a fear is to associate some pleasant experience with the situation producing it. If a child who is afraid of water is given a fascinating sailboat or other water toy the joy in the one experience is very likely to offset the fear in the other. If a child who is afraid of the dark feels more secure and comforted with his door open, a light in the hall, or a flash light under his pillow, there is no real reason why he should not have it. In six weeks, a year, or two years, he may be willing to give it up with no stress or strain whatever.

A girl of nine who was afraid of storms had her attention partially diverted by a number of simple duties—getting her outdoor toys to cover, helping her father close windows, carrying house plants to the edge of the porch where they could receive the benefit of the rain, comforting a newly acquired puppy who was even more afraid of thunder than she was. During fair weather, her father gave her a simple scientific explanation of storms and impressed upon her the comparatively few people who

are injured by wind, lightning, or rain in our strongly built cities of to-day. Soon her fear was a thing of the past.

Some Questions to Answer

1. What are some of the causes of fear?
2. What can you do to reduce the chances of a fear developing in a child you are caring for? List some specific things which you can do.
3. Describe some specific fear which a child has shown and try to discover the cause from which it arose.
4. What things were you afraid of when you were little? How did you overcome these fears?
5. A little girl of four is terrified of nearly all animals—dogs, rabbits, frogs. She even shrinks away from tiny insects. How would you help her develop a pleasurable interest in these creatures?
6. What do you think of forcing a child into the water against his will in an effort to make him learn to swim? What would you do instead?

Some Statements to Check

Check the one which seems to you to be right.

Do you know a child who is afraid to go to bed in a dark room? If so which do you think is the best way to deal with him?

—— 1. Make fun of him and shame him before other people for being afraid.

—— 2. Disregard his fear as being of no importance.

—— 3. Tell the child there is no reason for fear, then leave the light on for a few nights until he gets over it.

—— 4. Force him to go to bed in the dark so he will get used to doing so.

—— 5. Punish the youngster for crying.

TEMPESTUOUS TEMPERS

Temper tantrums or violent anger responses are normal and natural in the young child and most common during the second or third years of life. As the child grows older, such responses may be less obvious because the child shuts them up inside, and for this reason they may be overlooked. Often anger in older children is shown by sulkiness and moodiness. Although not as violent or as spectacular as temper tantrums, they are nevertheless anger reactions. Whatever the age of the youngster, the

problem is gradually to help him find suitable ways of meeting situations that provoke anger.

Why do children get angry? Well, mainly for the same reason that grown-ups do. They want something they can not have; they want to do something they can not do; and they are told that they can't do it or must do it according to some one else's ideas.

Anger in the Young Child

Here, as everywhere, prevention is better than cure. First of all, particularly in the case of the small child, we should try to understand the child's situation, to find out if we are using too many "don'ts." Before saying, "No, Dickie, you can't do that," we should try to see the world as he sees it. The little child's world at best is full of limitations. He can not open the doors that he wants to open, he can not reach the picture book lying on the table, often he is unable to even think of the words with which to make his wishes known. If you lived in a world like that, it might make you mad, too. So, take a little time and thought and don't add to the little child's limitations unnecessarily by your own whims, moods, or prejudices.

If the small child can not have what he wants, give him something else. If he accepts it, his tension will be relieved and he won't have his "mad" spell at all. But suppose the tantrum has already happened in spite of all your efforts to provide a substitute. The youngster is screaming, kicking, rolling on the floor. What then? What should you do? Or more important, what should you not do?

First of all, it is obvious that this display is an attempt to make you yield to his wishes, to make you give him what he wants. Giving in to the child would mean a quick stop to the tantrum; but it would also mean facing it again on the very next occasion. But on the other hand, any attempt to put an end to it by force, such as picking him up or holding him down will only increase his violence.

Only the quiet disregard of the youngster's behavior will have any lasting effect. When the relationship between you and the child is a friendly one, you can afford not to show undue concern. Fears that the child will hurt himself usually are unfounded; rarely will you have to interfere for this reason.

If you want to discuss with the youngster the problem that led to his temper outburst, don't do it until later. Wait until night when you are getting the child ready for bed and then talk to him in a friendly fashion about the cause of the difficulty. About the outburst itself, the less said the better. He will learn your attitude toward it not from your words, but from your way of handling it!

Older Children's Anger: Its Causes and Control

So far, this consideration of temper outburst has applied particularly to the young child. What about the older child? As in the case of the little child, anger is aroused most frequently by a "conflict of wills." For example, Mary Jane was intent on making some doll clothes. Her older sister told her to stop and to come and wipe the dishes. Mary Jane threw the dress on the floor and stamped out of the room.

Do children always respond with some kind of anger outburst when they meet a conflict? No, of course not. A child who has been *reasoned with* rather than *dictated to* tries to reason out such situations. For example, Benjy was working on a puzzle when his mother asked him to pick up some toys that he had scattered around the living room. He said to his mother, "Mom, if I quit now, I'll forget how I was going to work this puzzle. In just a few minutes, I'll be through and I'll pick up my toys, then. Is that O.K.?" His mother, being a reasonable person, answered, "Of course, Benjy. When you finish will be time enough."

Most children can face problems and solve them sensibly when they are feeling well. But when they are tired, or under stress, or not feeling well, they flare up much more easily. The wise

person in such a situation treats the cause of the outburst rather than the outburst itself.

There are many tensions in the life of the child, both at home and in school, that may lead to anger. Many situations may cause the child to feel upset and unhappy when he comes home from school. Maybe the teacher didn't call on him when he wanted her to, or perhaps she did but he didn't know his lesson; or possibly he has not been able to get along with the boys in his neighborhood gang. Then when his older sister asks him to shovel the snow off the walk, he rebels, although ordinarily he does such tasks willingly. What should his sister do?

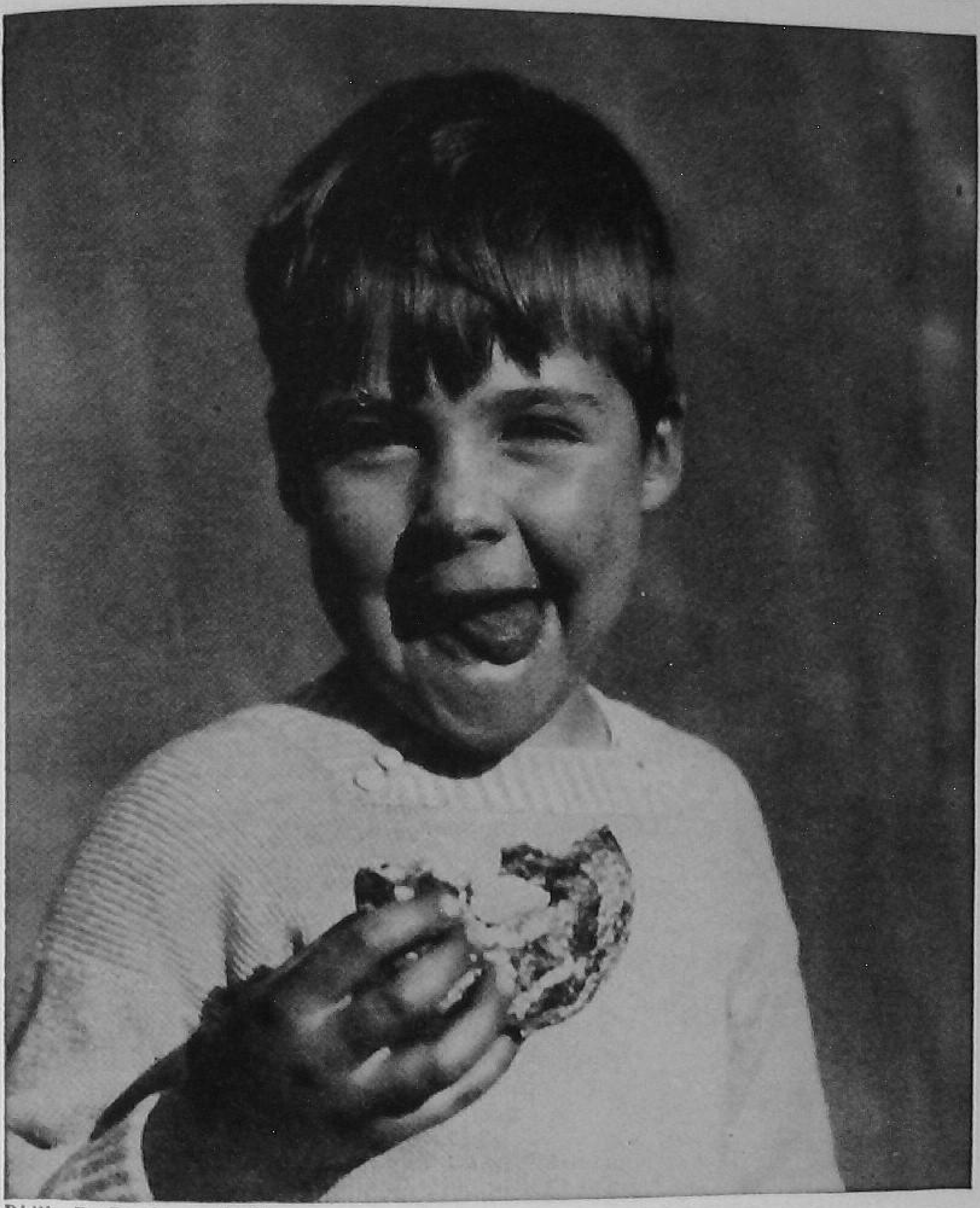
First of all, she should realize that something has occurred during the day to upset the child. Children, like adults, sometimes have "bad days." She shouldn't scold him or command him. All youngsters need forbearance at times. Then, she should help him get started on the task he has been asked to do and help him carry it through.

She could even go out with him and they could shovel snow together—that would be fun, especially if, in the process, they did something that he was really interested in doing, like making a snow man or a slide. Under such circumstances youngsters soon forget to be angry.

However, if the child often comes home from school irritable, then some one should try to find out what the matter is by talking to his teacher or by visiting the school. He may need help with some problem which is troubling him.

These are some conditions bringing about anger outbursts. But how can they be avoided in the first place? Obviously, avoidance goes further back than the present difficulty. We should make an effort to know the child—what he is doing and thinking—long before he gets into difficulty. We should encourage the youngster to talk to us about things that happen and may be troubling him—by being a willing and understanding listener.

Then we should help him face difficulties honestly by helping



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Hungry for doughnuts or affection?

him to find out why such things happen and how to overcome them. For example, suppose Bobby comes in from playing and says, "Sis, I'm mad at Bill. He chose the new boy for his baseball team instead of me." His sister should help him to see that probably Bill thought the new boy was rather shy and needed to get acquainted with the others. Then she might ask Bob if he would like to help the new boy get acquainted, too, by having him and

Bill and one or two other boys over to the house to play and have a "snack."

In other words, we should be fair in our demands on the youngster, and, above everything else, assist him in seeing his problems clearly and with understanding—such is the help that the angry child needs most of all. We must not fail him.

Some Questions to Answer

Andy Peterson was in the worst humor his eight-year-old nature could work up. He had been that way for two whole days—a long stretch of ill-humor for sunny-tempered Andy.

"Andy," called his oldest sister Edna, "it's time for school. Ted is waiting for you." "Let him wait," muttered Andy under his breath. Aloud he called "I've got something important to do. I'll walk to school with you later." He heard his cousin Ted close the porch door and walk down the steps. Then he heard Edna coming up the stairs. He kicked the bed and pretended to be looking through one of his school books.

"Is it something I can help you with, Andy?" asked his sister rumpling his hair.

"No, I guess not, guess I can do it," Andy tried to sound gruff but Edna caught the teary catch in his voice. She patted him on the back fondly and returned downstairs. Later as they were leaving for school, Edna smuggled him one of the precious doughnuts that she had been saving for supper. Andy was smiling and whistling before they had gone many blocks.

Edna thought, "With Mom working and me so busy taking care of the house, we've almost forgotten to pay any attention to Andy. I think he's just been hungry for attention and a little bit jealous of Ted. He certainly lost his grouch quickly."

Could Edna's explanation of Andy's bad humor be true? What are some other situations that you have observed in which children get "hungry" for affection? How can parents or older brothers and sisters help out under such circumstances?

Some Statements to Check

Check the one which seems to you to be right.

When a child has a temper tantrum, you should:

——1. Ignore him until the storm is over.
——2. Throw water in his face.
——3. Hold him down.
——4. Spank him severely.
——5. Give in.

DO THEY ALL STALL?

Stalling, wasting time unnecessarily over a task, is a habit which many youngsters acquire and which may be carried over into adult years. It generally arises in connection with such activities as eating, dressing, bathing, or using the toilet. For example, many young children develop the habit of stalling over dressing because they have learned that this is one way of avoiding certain unpleasant tasks such as lacing shoes, putting on stockings, washing hands, or as a little trick to get some grown-up to finish dressing them.

If we want to help the child to overcome this habit, we must try to find the cause of it. Are there too many distractions present, such as people moving around, talking, toys to play with, other children to watch? If there are, such distractions should be removed if the youngster is to give his undivided attention to the task at hand. If the child is stalling to get some one to dress him or to pay attention to him, the best thing to do is to leave him alone until the job is done. If he is doing it to avoid certain tasks, he should be encouraged to finish quickly by granting him some privilege. Above everything else, he shouldn't be allowed to stall one day and then be expected to speed up the next. This will confuse him!

Some Questions to Answer

Pauline, age five, knows how to dress herself but often refuses to do so, dawdling and stalling and demanding that her mother do it. If left to herself, she will be late for kindergarten.

How should the mother encourage her to become more independent? What would you do under such circumstances?

WHAT ABOUT THUMBSUCKING AND NAIL-BITING?

Thumbsucking is commoner than most of us realize. Some time or another, practically every baby is a "thumbsucker." Left alone, most babies get over it.

In older children, it is a "going back" to baby ways. Often the mother reports, "He does it only when he is sleepy or hungry." Sometimes, too, the habit occurs when the child feels unhappy and unwanted. He engages in the habit as a form of self-satisfaction. In these cases, the youngster needs affection and assurance.

Above all, thumbsucking should not be presented to the child as a problem. Talking about the habit in front of the child should be strictly avoided. Happy play, affection, and the proper amount of rest will do more to do away with the habit than over-concern can ever do.

Quietly removing the thumb from the mouth with no comment and getting the child interested in something else often helps in breaking up the habit. At first, the "removing" process may have to occur many times a day and is helpful only when the person's attitude is casual and friendly and when no attention is called to the thumbsucking itself.

There is little evidence to support the general alarm which adults often feel over thumbsucking. Fears that the child will contract disease through obtaining germs in this way are often over-emphasized; the danger of deforming the mouth has been much over-rated, too. But the danger to the child's happiness and security in any program of nagging or bickering or restraining him in an effort to break up the habit is real. So let's not use such methods. If the child is kept busy, the habit will usually take care of itself.

Everything we have said about thumbsucking applies equally well to nail-biting. It is one of the commonest of "bad habits." It occurs most often in children who are unhappy or insecure, although occasionally it is found in youngsters who are apparently happy and well-adjusted. It can not be cured on the basis of restraints, bribes, or threats.

Mary Jane suddenly began biting her nails when she was about six years old. Shortly before, she had had a new baby brother. Her mother suspecting that this event might have something to

do with the onset of the habit decided to spend more time with Mary Jane. An hour each day was set aside for telling stories and talking. In addition, about once a week her mother gave Mary Jane a manicure, carefully trimming away all inflamed cuticle and putting a bright, rosy polish on her nails. Mary Jane was very proud of her "grown-up" manicure. In a very short time, nail biting was a thing of the past.

If we are taking care of a child for some one else, we will have to treat such habits as nail-biting or thumbsucking in the way that the child's parents want us to. Often, however, parents may be very puzzled as to what to do about such habits and may welcome suggestions.

Some Questions to Answer

A mother reports, "I have just tried everything I know to cure Betty of sucking her thumb—adhesive tape, bandages, quinine, scolding—but she still persists in doing it. I've even spanked her for it. I gave spanking up because I realized that if I spanked her every time that she sucked her thumb, I'd never get anything else done. What should I do now?"

What would you tell this mother? Could you justify the procedure of ignoring it? If so, how?

4

Guiding the Child in Routines

THE FORMATION OF routine habits (eating, sleeping, going to the toilet, keeping clean) is a problem of great importance to any one who has the responsibility for a child. Questions which concern us about any specific habit are: How early should training begin? How should training proceed?

It is impossible to tell just when to begin training for a specific habit or for that matter to tell exactly how to do it, for there are no definite rules which would apply to all children in all situations. However, a few things that work with many children can be suggested:

1. Routine habits should be begun early and simply. For example, it has been shown that toilet training can be begun early and is more easily acquired at an early age. But it is more readily learned, if only one aspect of training is undertaken at a time.

2. No habit results, if training is irregular and inconsistent. It is through repetition that habits are fixed. If Jimmy is put to bed at seven one night, and, if for no real reason, he is allowed to play until nine-thirty the next, he will not acquire the habit of going to bed at a regular time.

3. Habits must have some element of satisfaction to the child. Approval is probably the best form while the child is learning. Rewards in the form of special privileges may be used occasionally. Remember, you are always working toward the time when the child can assume full responsibility for the routine.

TO BED, TO SLEEP, PERCHANCE TO DREAM

No child can be healthy and strong unless he has enough sleep. From the point of view of the welfare of the child, the important thing is to see that the child has an opportunity to sleep

as long as he can. Children vary in the amount of sleep they need just as they do in other characteristics. But although this is true, it is helpful to know the average amount of sleep required by children of various ages in any twenty-four hour period.

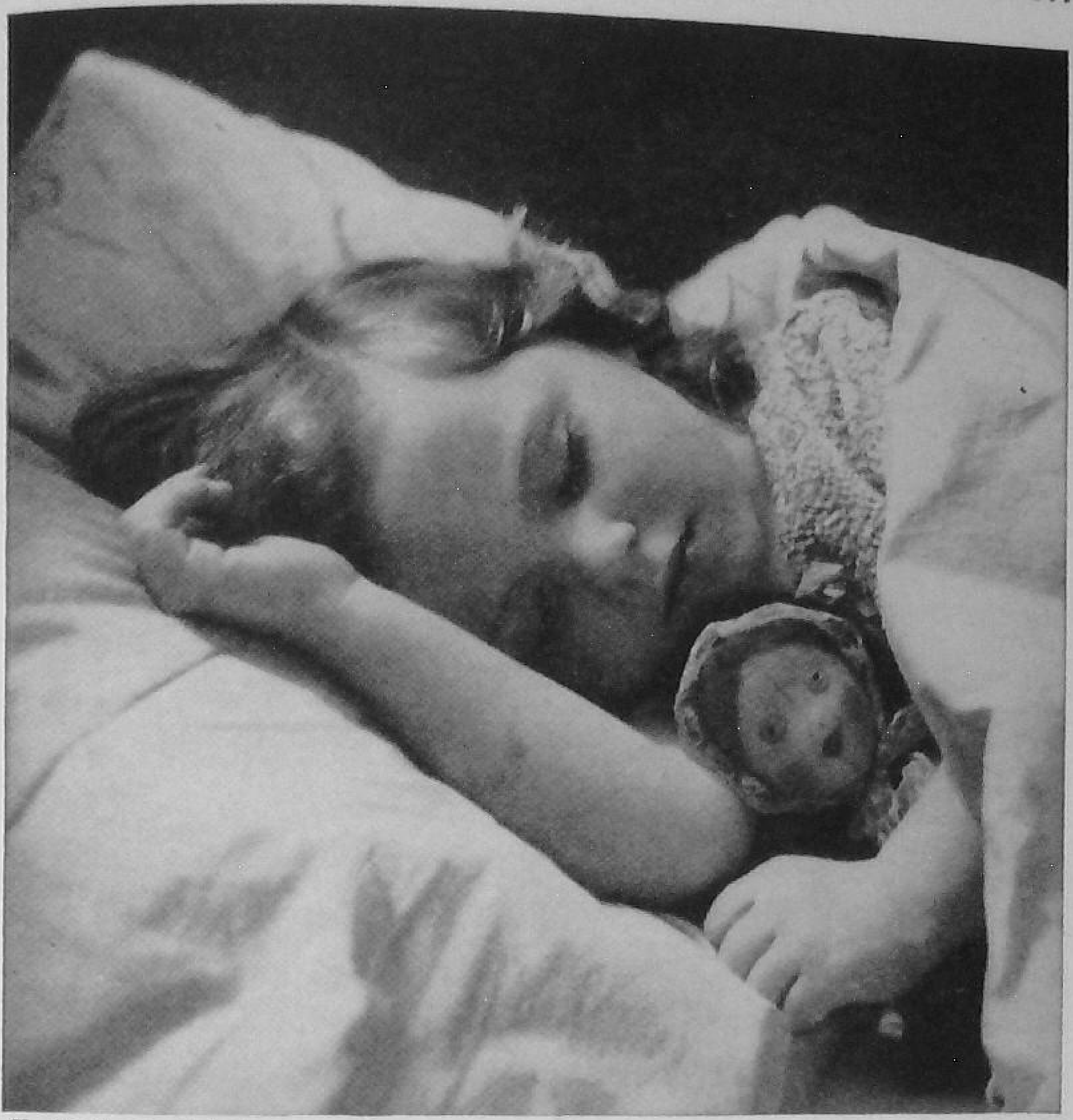
Birth to one year—from 15 to 20 hours
One to two years—from 14 to 17 hours
Two to five years—from 12 to 16 hours
Five to seven years—12 hours
Eight to twelve years—from 10 to 11 hours

Until a child is about a year old, a mid-morning as well as an afternoon nap should be part of his daily routine. The afternoon nap should be kept as a part of the child's schedule certainly until the age of four and for some children possibly until the age of six. Children vary widely in the amount of time they sleep in the afternoon—some sleeping soundly for two or three hours, some sleeping fitfully for an hour or so, and some lying in bed sleeping very little if at all.

"I've just given up the afternoon nap for Jane. She is three, and the only way I can keep her in bed is to tie her in; then she cries until the neighbors complain," so explained a discouraged mother who had unsuccessfully struggled with the problem of sleep with her young daughter. She went on to add, "It isn't quite as bad at night, but even then I can't say too much for her good behavior."

Helping the Child to Sleep

While a child is learning to sleep, many things may and do happen. He may not want to go to bed and to sleep. We can put him to bed, but we can not make him sleep. We can only assist him to relax. The adult may do some things to help him. She may stay quietly by the side of the bed until he has settled down to sleep; sometimes a calming touch of the hand, tucking in the blanket, a change of position may help induce sleep. If a child has real difficulty in going to sleep, he can not be expected suddenly to achieve the necessary self-control any more than in



H. Armstrong Roberts.

"In the land of nod."

other situations. He must be helped bit by bit, until, as he learns more and more independence, help can gradually be lessened. Patting him gently on the back, talking to him softly, even singing a little may help to quiet him and put him to sleep.

Again, a child may not stay in bed. How many times have grown-ups thought a child asleep only to find him in the act of investigating the dresser drawer! Fastening him in helps in no way to the self-control needed to keep him in bed on his own responsibility. It only results in responses which are as bad or worse than the thing they are supposed to correct. Taking him back to bed and helping him in calmly as many times as he gets

out, with only a comment that it is time to stay in bed, has proved the most effective procedure in the long run.

Children are sometimes, in fact quite often, afraid to go to bed and sleep. Many times this fear can be traced to something some one has said or done, as in the following case:

A little girl of six-and-one-half years had always gone to bed in her own room and told her mother good night. Her mother then turned out the light, shut the door, and went downstairs. One night as her mother was closing the door Mary cried, imploring her, "Don't turn out the light. There are bears in the dark—Betty said so." Betty was one of a group of older children in the neighborhood with whom Mary played. The mother remarked calmly that there weren't any bears in the dark, but that she would leave the door open and the hall light on. The next night the same outcry came and the mother did the same thing—left the hall door open and the light on. For almost two weeks this procedure went on. Then one night Mary said in a matter of fact tone, "I know there aren't any bears in the dark, Mother, and you can just turn out the light and shut the door!"

In telling of this incident the mother said, "I was quite aware when I began that I might be starting a bad habit, but she was frightened, and I knew I must help her." Of course, the mother was entirely right. Children do not usually get over fears except with help from somebody else, and they do need, indeed must have, a sense of security.

Some Questions to Answer

Recently a cartoon apppeared in the Elkton newspaper showing an irate mother dragging her small son to bed. The puzzled little boy was saying, "But Mother, if I tire you out by being naughty, why shouldn't you be the one to go to bed?"

Was there any justice in this observation? Do you think using "going to bed" as a punishment is wise? If not, why not?

Tommy, age six, overheard his father describe a robbery that had taken place in the town. He appeared to pay little attention to the conversation he had heard. That night he asked his father to stay upstairs with him until he was asleep.

"Why, no, Tommy," said his father. "Why should I? You always go to sleep alone." With that his father turned and went downstairs. Tommy cried loudly for a few minutes, then more softly, and finally all was still.

Later his father went upstairs and found Tommy asleep but in bed with him was his toy gun and his flash light.

Do you think his father handled this situation wisely? If not, why not? What would you have done?

Some Statements to Check

Check the one which seems to you to be right.

When a child gets up after you have put him to bed to sleep, you should:

——— 1. Spank him severely
——— 2. Take him up until he is sleepy
——— 3. Play with him until he's tired enough to go to sleep
——— 4. Put him back to bed with the comment "It's time to sleep now"
——— 5. Tie him in bed

LEARNING TO EAT

Food Needs of the Child

The child's need for an adequate diet will be met if he gets the following foods every day:

Milk—3 or 4 glasses. A part may be used in cooked foods.

Fruits—1 serving of tomatoes or citrus fruit and 1 other, either raw or cooked.

Vegetables—2 others besides potatoes; one cooked green leafy or yellow; one raw.

Meat—1 serving of lean meat, liver, or fish, or peanut butter, cheese, dried beans, or dried peas.

Egg—4-7 every week, preferably one every day. May be poached, creamed, baked, soft boiled, or scrambled. (If egg cannot be used every day, some other food such as beans, cheese, or peanut butter or another serving of meat should be used.)

Whole-grain or restored cereal and whole grain or enriched bread.

Butter or oleomargarine with Vitamin A added—3-5 tablespoonfuls daily.

Fish-liver oil—About 2 teaspoonfuls or the equivalent for the young child; during the winter for the school-age child.

A typical pattern for the child's meals follows:

Breakfast: Fruit or orange or tomato juice, cereal (restored), egg, whole-wheat or enriched toast, milk to drink.

Dinner: Main dish of meat, fish, poultry or eggs, cooked vegetable, potato, raw green vegetable, whole-wheat bread and butter, milk to drink.

Supper: Vegetable, creamed, scalloped or baked, sandwich of whole-wheat bread and butter, cooked fruit or other simple dessert, milk to drink.

Of course, all patterns must be adjusted to meet the needs of the individual child.

Avoiding Eating Problems

Getting a child to eat what he should is a problem in many homes. To encourage eating: (1) Arrange bright, appealing-colored foods on his plate; (2) combine colors that the youngster thinks are "pretty"—a green vegetable on the same plate with tomatoes looks nicer than beets and tomatoes. You may think Johnny isn't sensitive to such things but he is; (3) make food easy for Johnny to manage—small pieces or slices. Small servings followed by second helpings are better than too much all at once. Season sparingly, too.

Showing Johnny that you expect him to eat is one of the biggest aids in getting him to eat well. Showing that you are anxious about his eating or that you expect to have trouble in making him eat is the surest way of having trouble. In most cases, the best policy is to offer the proper food, give Johnny some encouragement, even help if Johnny is very young and then let his appetite decide. If he refuses to eat in a reasonable length of time, say thirty minutes, the meal should be removed with an attitude of friendly indifference as shown by some such comment as "I guess you're not very hungry to-day." Then Johnny should not be given any more food until the next meal.

Harold M. Lambert, Philadelphia.

An after-school snack.

When a child persistently refuses to eat hungrily, he should be taken to the family physician.

The quantity of a new food given to the child should be small. If he shows a dislike for it, it is much easier for him to clean the plate of a couple of teaspoonfuls than to induce him to eat what would be a normal helping for the child who has

acquired a taste for it. The praise that he receives for having "eaten it all up" should make it somewhat easier the next time that the particular food is served.

Foods that are rejected the first time should never be forced. Instead they should be presented again some other time in a more palatable and attractive way if possible. This is not "pampering Johnny's appetite"; actually it is the best way to help him achieve a good appetite. The goal is not to get food in the child but to encourage him to enjoy eating. The best course is to make the mealtime a pleasant, happy time, avoiding the use of entreaties, commands, punishment and "scenes" of all kinds. After all, eating should be a pleasure. Children need happy comradeship if they are to be good eaters. So be gay at mealtime.

Although occasionally Johnny may refuse food simply because he wants to torment the one who is responsible for him, he is more likely to do so because he has developed fears or dislikes that are beyond his control. In either case, strong-arm methods will not help. Children do better when won away from such attitudes by a kindly, friendly, casual manner.

Feeding Himself

Children usually begin to feed themselves when they are about eighteen months old. At first the grown-up will simply guide the child's hand to his mouth as he holds the spoon, scooping up with another spoon the food that misses its mark or slips out of his mouth. But, you say, this is a "messy business," and so it is; but it can be fun for both the grown-up and the child.

At two, many children are able to feed themselves quite adequately. By three or four, the "fun" may have worn off this new accomplishment, and the child may again need help. And why shouldn't he have it as long as he makes steady progress in the general direction of helping himself in most things?

But just as soon as the child begins to abuse the grown-up's willingness to help by "dawdling," by dilly-dallying, then a halt should be called and the meal should end. At the next meal, care

should be taken that there are not too many distractions, such as interesting activity, noise, talking, laughing, or many people moving around, and the child should be encouraged to give his whole attention to the task at hand.

Some Questions to Answer

Jimmy was spilling food from his spoon onto the floor. His father said, sternly, "Jimmy, can't you do any better than that? Just look, you're getting food all over the carpet!"

In another home, Joan was also spilling food. Her sister said, "Look, Joan, let's see if you can take little spoonfuls," and she proceeded to show the child how.

Which of these children do you think was getting the best start toward self-reliance? Why? How would you go about helping some child to learn a better way of doing something?

TOILET TRAINING

The training of the little child to take care of his bowel movements usually can begin as early as eight or ten months. The best way to start is to record the time when the youngster normally has a movement and then to try and anticipate it by placing him on the toilet seat or "chair" about that time. Beginning before eight or ten months is altogether useless because the baby is just too young to be able to respond. By eighteen months, most youngsters are *nearly* reliable as far as their bowels are concerned. Notice the emphasis on *nearly* because for many months after that we must expect occasional lapses—perfect control cannot be achieved quickly.

The ability to control the bladder develops somewhat later. Twelve to fifteen months is time enough to make a serious attempt at training. The procedure is the same as for bowel training. Most children of this age have about a two-hour rhythm. A child is likely to be wet at nap-time and at night, long after he has learned to keep dry during the daytime; he may be three or four years old before he learns to be reliable in this respect. After the child is about two, it helps to awaken him and have

him go to the toilet just before the one who is looking after him goes to bed—that is after he had had about three or four hours of sleep.

Little youngsters like Buddy and Mary will wet their pants sometimes and no matter how we hate to clean them up afterwards, we shouldn't show them that we mind. We should be matter of fact about it and not scold or threaten. A youngster often wets his pants because he is lonely or unhappy or frightened and we will not help him by "fussing" at him. We should simply remember about the time of day it happened and get him to the toilet before he has a chance the next time.

Some Questions to Answer

Bobby had learned to keep himself perfectly dry—then his mother went to work in a canning factory, and a high school girl came into the home to look after Bobby for the rest of the summer. He was wet four nights in succession and three times on Saturday. Previous to this, he had gone for six months without an accident.

How do you explain Bobby's relapse? Should he be scolded or spanked? How would you treat this case?

DO CHILDREN LIKE TO BE CLEAN?

Most children need to bathe or be bathed every day. This can be a sponge bath, although a tub bath is preferable. At a very early age, youngsters can be encouraged to take some of the responsibility for themselves. Even the two-year-old can wash his hands and arms or face while his mother or sister washes his back. The grown-up should be ready to give some help as it is needed until the youngster is eight or older. Gradually, however, more and more of the responsibility for the bath can be shifted to the youngster. By the time he is eight or nine, he should be able to bathe himself.

No child is able to keep his clothes clean and have a good time playing, too. We must expect and permit the child to get dirty. No one is more pathetic than the child who can not play

H. Armstrong Roberts.

Washing can be fun.

freely and happily because he has been ordered to keep clean. He has a right to have clothes that are easy to launder, easy to manage, and hard to wear out.

We should not be too surprised to find that cleanliness as such does not appeal to children between two and ten years of age—such an interest does not commonly appear until much later (at about twelve or fourteen years of age). Usually a child not only has to be encouraged to keep himself clean but often, especially when he is small, he has to be led to the wash basin and super-

vised in the process. Only gradually can responsibility be shifted to him.

It is important to remember, too, that here as everywhere children learn to do things for themselves through example rather than through precept, and that in learning they have to make many false starts and mistakes before they can achieve any degree of perfection.

Doing for Himself

Usually at about the age of two, the little child begins to show an interest in doing things for himself. This interest should be taken advantage of in teaching the child habits of cleanliness. For example, when the child shows an interest in washing his own face unless advantage is taken of this opportunity, the chance will be lost and it will be more difficult to arouse his interest in the task later on. Thus, if we constantly refuse to allow the youngster to help with tasks when he is interested in doing them, we need not be too surprised if he fails to perform them when we want him to.

Another way to help the child to acquire desired habits of cleanliness is to make it easy for him to do so. Such helps may include a box for him to stand on in the bathroom while washing his face and hands or using the toilet, low hooks and shelves for his belongings, his own comb, brush, toothbrush, towel, and wash cloth within easy reach, and a small broom and dust pan for him to use in sweeping up any debris he may have spilled. If we wish the youngster to acquire habits of cleanness and neatness, we must, as it were, set the stage for him to do so.

Unfortunately, there is also one very effective way of making it impossible for the child himself to accept the responsibility for cleanliness—that is, to blame him when he makes a mistake. For example, suppose three-year-old Bobby is struggling to comb his hair and in doing so he uses the wrong side of the comb. It is difficult for the grown-up not to snatch the comb away and do it himself when he sees the child doing it so awkwardly. But if he

is thinking of the child's future growth, he will know that it is much wiser to show Bobby that he can do it better if he uses the teeth instead of the back of the comb and then to encourage him to do it for himself.

Or suppose eight-year-old Freddy comes into the house covered with bruises and dirt but happy over having won a baseball game—we will destroy his pleasure in the game and make cleanliness a disagreeable burden instead of a pleasant responsibility if we scold him for being dirty rather than rejoicing with him in the victory. Later if we wish, we can remind him that he will have to wash before he eats.

Reasons for Cleanliness

Germs should not be used to frighten children into being clean. It is extremely doubtful if anything is gained by telling children about germs before they are seven or eight. Reasons for bathing and for washing the hands before eating and after going to the toilet should be kept on a very simple level. "We wash our hands before we eat because it is nicer" or "because they are dirty," or "we take a bath every day because it makes us feel and look better." Only later can the child understand that "Don has a sore throat because he had some germs in his throat," and always the emphasis should be placed on methods for avoiding colds or disease rather than on the fact they are caused by germs. Even while still very young, children can learn to cover a cough with a handkerchief. A child with a cold should use paper handkerchiefs or soft pieces of toilet paper instead of cloth handkerchiefs because they can be disposed of readily.

Habits of cleanliness and neatness have to be learned and at no stage between two and eight or ten do we have a right to expect 100 per cent achievement.

Some Questions to Answer

What could you do to make keeping clean easier and more agreeable for a child who is having undue difficulty?

PLAY SAFELY

More people are killed accidentally in their own homes than lose their lives through accidents on the streets, in the water, or throughout all industry. Many of the victims of these accidents are children. How can we keep children safe? How can we safeguard them against accidents?

Some Common Dangers

Let's look at the most common dangers found in our homes. To prevent falls, stairs should be well lighted and free from debris. A shadow on the last step can result in a nasty fall. A small rug at the head of the stairs is a wonderful means for sending Junior downstairs wrong side up. For these reasons, too, stairs make an enticing but exceedingly dangerous place to play.

The kitchen is the scene of many accidents to children. Our newspapers so often carry accounts of deaths of children who fell into tubs of hot water or pulled pans of hot liquid over on themselves. We should keep such containers off the floor and out of the reach of children. Tea-kettles, pans, and coffee pots should be placed toward the back of the stove; handles of kettles and frying pans containing hot fluids or grease should be turned to one side out of the reach of small children. Matches, too, should be out of reach. The kitchen is rarely a safe place for children to play unsupervised.

Bathtubs and bathrooms may be real hazards for falls by children. Protect the youngsters by having them use a rubber mat or turkish towel in the bottom of the bathtub and a washable mat on the floor. All poisons should be kept in an out-of-the-way place far beyond the reach of children. Although the wastebasket may seem to be one of the most harmless of objects, it isn't so harmless to the creeping child if some one has dropped pins, used razor blades, broken glass, or even buttons or beans into it.

Another source of falls for children is rickety furniture. Be

sure the chair that the child climbs on is strong enough to hold him. He may get injured if it isn't. If possible, have a small ladder or stout stool that the child can use for this purpose.

Loose rugs and poorly arranged furniture take their toll, too. Any piece of furniture may be a stumbling block if it is in the path which the child habitually takes. Children have been seriously injured in falling against a rocking chair left in the entrance of a room. Similarly, small scatter rugs should not be used in homes where there are children unless they are fastened down through the use of some non-skid device.

In the winter, youngsters may fall as the result of unexpected encounters with icy porches, doorsteps, or sidewalks. Often such hazards can be overcome by scattering sand over such surfaces. Ashes or salt work equally well.

What other precautions should we take in safeguarding children? Play materials should be sturdy, solid, and built for hard wear. We should be constantly watchful to see that all play equipment is in good condition and working order–that wheels of wagons and tricycles are secure, that nails are hammered down, that swings and trapezes are safe, that boxes and boards are free from splinters.

Children love to climb and should be given opportunities to do so. Small children should not climb on anything higher than their heads except when an older person is close by. Often we can teach older children safety precautions to be used in climbing, such as to hang on firmly with the arms and hands; to be sure that the feet are firmly planted before putting the entire weight on them; to climb only in trees where branches come close enough together to afford a firm footing.

Supervising Play

Although we must be alert to dangers threatening children, we must at the same time leave them free to experiment. We must not limit them constantly with such injunctions as, "Don't run or you'll fall," "Look out, you'll get bumped," "Don't use the

saw or you'll get cut." Often the fear of getting hurt is more serious than minor injuries growing out of small mishaps.

Although the decision as to the danger of certain types of play must be the responsibility of the person looking after the child, at the same time, every effort should be made to teach the youngster what is safe and what is not safe. While still very young, children can learn that they must not hit other children; throw playthings, dirt, stones, or sand at other youngsters; cross the street without first looking in both directions; put shovels, rakes, scissors, hoes down carefully instead of flinging them about carelessly.

If a Child Gets Hurt

But suppose, in spite of all our precautions, a child gets hurt? If the injury is slight, we can give some practical first aid. (We should treat the injury in the way that the family customarily treats such things. It is a good idea to find out beforehand what the parents want you to do under such circumstances, and also if a more severe injury occurs.) If a cut is deep and can not be thoroughly cleaned, the family doctor should see it.

If the child receives a small burn, for example, on the finger or arm, the pain may be lessened by applying vaseline or some cooking oil. If the burned area is larger than an inch or inch and a half, and at all severe, the youngster should be seen by a doctor. Burns are serious mishaps and should not be neglected.

Children frequently fall and rarely get injured in the process. If the child has had a bad fall, if he seems in pain, drowsy, or acts abnormally in any way, a doctor should be called. Children are too precious to risk.

Often in the case of a minor injury or hurt, the child needs sympathy and reassurance as much as first aid. And we should see that he gets them. We can do this best by saying, "You didn't cry hardly at all when you got bumped. You were a brave boy." "That's really quite a bad cut, Katherine, and I don't blame you for crying." "It hurts pretty bad, doesn't it, Peter? We'll put a

H. Armstrong Roberts.

First aid to the injured.

bandage on it and then it will be better." If a youngster seems frightened by a mishap, often he will get over it more quickly if you hold his hand or take him on to your lap.

All of these precautions have a definite place in making chil-

dren's play safer. They take away none of its venturesome qualities; in fact, they may add much.

Some Questions to Answer

When your toddler sister wanted to climb stairs, what did you do?

Did you block the stairway, depriving her entirely of the experience?

Did you allow her to climb anytime she wished, even though when she got half way up the stairs she was in danger of toppling over backwards?

Did you supervise her climbing at certain times so you knew that her climbing would be safe?

Which course of action do you think is best from the point of view of child growth? Why?

5

Some Things to Be Remembered

PERHAPS NOW WE can summarize some things to be remembered when we are taking care of children:

1. We will look for reasons *why* children act the way that they do and attempt to help them in terms of this *why*.
2. We will try to see things from the child's point of view.
3. We will be quick to understand and sympathize and slow to condemn. Always we will give the child the benefit of the doubt and sometimes we will remember to forget or overlook childish misdeeds.
4. We will strive to maintain an easy, affectionate, merry attitude in our relationships with children.
5. We will play, talk, and laugh with the child at his level of experience.
6. We will give children rich experiences with music, books, and play materials.
7. We will make an honest endeavor to answer children's questions.
8. We will respect the child as a person. We will be kind, friendly, and courteous.
9. We will not frighten childen intentionally or use fear as a means of controlling them.
10. We will not use jealousy as a motivation for action on the part of children.
11. If we get angry, we will try not to show it or to allow it to influence our actions.
12. We will not discuss the children for whom we are caring outside of the home or school. Anything we learn about the child or his family in our capacity as a child "care taker," we will treat as a matter of strictest confidence.

Success with children depends upon our enjoyment of them and sympathy for them under all circumstances and in all situations—when they are good, when they are bad; when they are gay, when they are sorrowful; when they are well, when they are ill; when they are difficult, when they are delightful. Caring for a child is one of the hardest of all jobs, but it is also one of the most interesting and enjoyable.

In caring for children intelligently, high school boys and girls can contribute to the building of citizens capable of shaping a more effective democracy at home, and of contributing to a better world for all people.

APPENDIX

SOME BOOKS FOR CHILDREN

Here are some recent "good" books for children. There are many others that your librarian can tell you about.

AGE OF CHILDREN INTERESTED

1. ASSOCIATION FOR CHILDHOOD EDUCATION. *Told under the magic umbrella.* Selected by the literature committee. New York, Macmillan, 1939. 248 p. $2.00 — 3-10

   Here is a delightful anthology of fanciful stories which will appeal to children ranging in age from 3 to 10 years.

2. AULAIRE, INGRI D' AND EDGAR P. D'. *The Star Spangled Banner.* Garden City, New York, 1942. Unpaged. $2.00 — 6-12

   Here is an exciting new picture book featuring the national anthem with lovely pictures by two artists.

3. BREWTON, JOHN E., COMPILER. *Gaily we parade.* Illustrated by Robert Lawson. New York, Macmillan, 1940. 218 p. $2.00 — 2-10

   This is a fine anthology of verse for children ranging from doggerels to lyrics, from Mother Goose to John Keats, with most of the moderns in between.

4. BROCK, EMMA. *Here comes Kristie.* New York, Alfred A. Knopf, 1942. 81 p. $1.75 — 6-8

   Elmer and Einor wanted a horse more than anything in the world. Finally by saving and working they were able to buy "a sort of a horse." Unfortunately although Kristie looked like a horse, he would not go like a horse. This is the story of their adventures.

5. BROWN, MARGARET WISE. *The runaway bunny.* Pictures by Clement Hurd. New York, Harpers, 1942. Unpaged. $1.50 — 4-7

   This is a story of a bunny who warned his mother he was going to run away.

6. BUCK, PEARL S. *The Chinese children next door.* New York, John Day, 1942. 62 p. $1.50 5-9

When the author was a child growing up in China, among her playmates were the Chinese children who lived next door. It was a big family of little girls and their dearest wish was to have a baby brother.

7. BUFF, MARY CONRAD. *Dash and Dart.* New York, Viking Press, 1942. Unpaged. $2.00 4-8

Dash was a small rusty-colored fawn that lived in the great dark forest. Dart was his little baby sister. Mother Doe looked after her two fawn babies. She watched over them when they slept and guarded them from danger. This is the story of their adventures. It is a Junior Literary Guild selection.

8. BURTON, VIRGINIA LEE. *The little house.* Boston, Houghton Mifflin, 1942. 40 p. $1.75 5-8

The little house stood in the country with trees and fields around her and with birds and flowers and children for company. Then the city moved out and all was changed. When she was so old and shabby that nobody wanted to live in her, she had an unexpected chance to escape.

9. DAVIS, ALICE VAUGHT. *Timothy Turtle.* Illustrated by Guy Brown Wiser. New York, Harcourt, Brace, 1940. Unpaged. $1.50 4-8

Timothy Turtle gets turned over on his back. How to turn him right side up baffles all his friends—squirrel, rabbit, woodchuck, possum, muskrat.

10. DE ANGELI, MARGUERITE. *Up the hill.* Garden City, New York, Doubleday, Doran, 1942. 88 p. $2.00 5-10

This is the lovely story of a little Polish girl and her family. It is a Junior Literary Guild selection.

11. DENNIS, WESLEY. *Flip and the cows.* New York, Viking Press, 1942. Unpaged. $1.50 3-6

Flip, the little foal, is afraid of cows. He doesn't exactly know why. The adventure which sent the cows running in all directions from him points a neat moral.

12. EDMONDS, WALTER D. *The matchlock gun.* Illustrated by Paul Lantz. New York, Dodd, Mead, 1941. 50 p. $2.00 9-12

This is a superb story written by an experienced novelist. It concerns the adventures of a mother and her two children who are left alone while the father is away trying to quell an Indian uprising.

13. Foster, Genevieve. *George Washington's world.* New York, Scribners, 1941. 348 p. $2.75 10-12

This book tells the story of George Washington's life, of the people who were living when he did, both in America, and all over the world, of what they did when they were children, how later on the pattern of their lives fitted together, and what part each one played in that greatest of all adventure stories, the history of the world.

14. Enright, Elizabeth. *The four-story mistake.* New York, Farrar & Rinehart, 1942. 177 p. 8-12

The four-story mistake is a house—a very odd looking house. Into it moved the Melendy family. Here they soon forgot their dejection at having to leave their old brown-stone house in New York and became busily absorbed in the exciting adventures of life in the country.

15. Estes, Eleanor. *The middle Moffat.* Illustrated by Louis Slobodkin. New York, Harcourt, Brace, 1942. 315 p. $2.00 6-12

Jane was practically the middle Moffat, Sylvie and Joey having come ahead of her and Rufus after. This is her story.

16. Evans, Eva Knox. *Araminta's goat.* Drawings by Erick Berry. New York, G. P. Putnam's Sons, 1938. 92 p. 6-8

Araminta plays with Jerome Anthony and Goat has now grown up. Sometimes Goat is a gentle playmate, sometimes he takes matters in his own stride and furnishes Araminta and Jerome with some bad moments.

17. Gag, Wanda. *Nothing at all.* New York, Coward-McCann, 1941. Unpaged, $1.50 7-9

Pointy and Curly were quite proper dogs and after they were adopted by two children, their invisible brother ceased to enjoy being a *nothingy* and wanted to be a *somethingy*. He finally succeeded in becoming a self-made dog with a happy life ahead.

18. Garrett, Helen. *Jobie.* Drawings by Connie Moran. New York, Julian Messner, Inc., 1942. 206 p. $2.00 6-8

This is a farm story, a very natural and delightful one.

19. Gramatky, Hardie. *Little toot.* New York, G. P. Putnam's Sons, 1939. Unpaged. $1.50 4-6

Little Toot is a love of a tugboat, young and silly. His downfall and resultant perils are well deserved; his reform a cause for rejoicing.

20. HADER, BERTA AND HADER, ELMER. *Cock-a-doodle-doo.* New York, Macmillan, 1939. Unpaged. $2.00 3-7

Little Red was hatched with ducks and has many difficulties before he finally discovers his own kind.

21. HAYWOOD, CAROLYN. *"B" is for Betsy.* New York, Harcourt, Brace, 1939. 159 p. $2.00 6-10

The first day of school is a big event in the life of a six-year-old, and this story of Betsy begins on just that important occasion. Exciting and interesting things happened and Betsy grew to love going to school.

22. KIPLING, RUDYARD. *How the camel got his hump.* Just So Stories Series. Illustrated by F. Rojankovsky. Garden City, N. Y., Garden City Publishing Co., 1942. Unpaged. 50¢ 4-10

With rare understanding and imagination, Rojankovsky, the distinguished European artist, has interpreted in his pictures the puckish humor and rich story-telling which has endeared Kipling's "Just So Stories" to four generations of children and grown-ups.

23. LATHROP, DOROTHY. *Presents for Lupe.* New York, Macmillan, 1940. Unpaged. $2.00 2-4

Lupe is a South American squirrel. Two children buy her from a pet shop and try to dispel her strange melancholy with gifts. Finally they discover what is the matter. Lupe wants a home and a secret hiding place for her treasures.

24. LATTIMORE, ELEANOR FRANCES. *The questions of Lifu:* A story of China. New York, Harcourt, Brace, 1942. 104 p. $2.00 8-10

Lifu was a little Chinese boy who asked questions. Of all the questions he asked, the one he most wanted answered was: "When is my father coming home?" Lifu's father was a soldier in China's army. One day Lifu decided to march across the mountains to look for his father. This is the story of his adventures.

25. LENSKI, LOIS. *The little train.* New York, Oxford, 1940. Unpaged. 75¢ 3-8

Mr. Small is engineer of a little train. Mr. Little the conductor. They pass farms, woods, grade crossings. They go through tunnels, drawbridges, stations.

26. LOWREY, JANETTE SEBRING. *The poky little puppy*. Illustrated by Tenggren. New York, Simon and Schuster, 1942. Unpaged. 25¢ 4-8

The poky little pup always avoided paying the penalty for his pokiness—until one fine day. This is his story.

27. McCLOSKEY, ROBERT. *Make way for ducklings*. New York, Viking Press, 1941. Unpaged. $2.00 5-8

Mrs. Mallard hatched a family on a safe little island in the Charles River near Boston. They decide to go to the Public Gardens. This story concerns their perilous journey through crowded city streets. It is beautifully illustrated.

28. MARTIN, DAHRIS. *Little lamb*. Pictures by Lilly Somppi. New York, Harpers, 1938. Unpaged. $1.50. 2-6

This is an exquisite picture-story for children from two to six. It tells the story of how Baba lost his soft, woolly coat and found it again.

29. MORRIS, DUDLEY. *The truck that flew*. New York, G. P. Putnam's Sons, 1942. $1.50 4-8

Here is a book containing lively doggerel, wild, whizzing illustrations and a fantasy that leaps through space.

30. MOTHER GOOSE. Selected by Phyllis Fraser. Illustrated by Nuss Elliott. New York, Simon and Schuster, 1942. 41 p. 25¢ 2-6

Sixty of the best-loved Mother Goose rimes are within the covers of this charming new collection. This is a Little Golden Book and was prepared under the supervision of Dr. Mary Reed of Teachers College, Columbia University.

31. NEWBERRY, CLARE TURLAY. *Marshmallow*. New York, Harpers, 1942. Unpaged. $1.75 4-8

This is a true story of how Oliver, a large serious-minded cat and Marshmallow, a bunny, became friends.

32. PETERSHAM, MAUD AND PETERSHAM, MISKA. *An American ABC*. New York, Macmillan, 1941. Unpaged. $2.00 3-9

A gay book but a serious one with lovely pictures.

33. PROKOFIEFF, SERGE. *Peter and the wolf.* Illustrated by Warren Chappell. New York, Knopf, 1940. Unpaged. $2.00 6-10

Though written primarily for children, Peter and the Wolf has the charm and simplicity of a great fairy tale. The illustrations have captured the feeling of this delightful story so humorously expressed in music; while the actual music of the important themes adds to the interest.

34. ROBINSON, TOM. *Buttons.* Illustrated by Peggy Bacon. New York, Viking, 1938. Unpaged. $2.00 2-6

Buttons is an alley cat but a hero to the last scratch. His rise to clean security and soft-furred comfort is a grand tale.

35. THE REAL MOTHER GOOSE. Illustrated by Blanche Fischer Wright. Chicago, Rand McNally, 1916-1941. 135 p. $1.00 2-6

Other editions of Mother Goose may come and go but The Real Mother Goose has gone on for 25 years.

36. ROBINSON, W. W. *At the zoo.* Pictures by Irene Robinson. New York, Macmillan, 1940. 38 p. $2.00 4-6

This is a very good zoo book. The pictures are effective and understandable and the narrative is simple.

37. SEWELL, HELEN. *Peggy and the pup.* New York, Oxford University Press, 1941. Unpaged, $1.25 3-8

Peggy, like other people of her age, liked to dress up and pretend to be some one else. Her dog, Molly, played with her. All went smoothly until Peggy wanted to be Santa Claus. A problem was involved here which was finally solved by Molly in the most surprising fashion.

38. SHAW, CHARLES G. *The blue guess book.* Another "Guess what am I?" riddle book with simple clues in words and pictures. New York, William R. Scott, 1942. Unpaged. $1.00 3-6

This is a riddle book in pictures for the very young child. It presents familiar objects that can be guessed from a series of verbal and pictorial clues.

39. SHEPHARD, ESTHER. *Paul Bunyan.* Illustrated by Rockwell Kent. New York, Harcourt, Brace, 1941. 233 p. $2.50 10-12

This favorite version of the Paul Bunyan stories now appears with 24 full-page and innumerable small drawings by Rockwell Kent.

40. STEINER, CHARLOTTE. *Lulu meets Peter.* Garden City, New York, Doubleday, Doran, 1942. Unpaged. $1.00 2-6

What happens when Lulu and Peter hitch their two dogs to the sled and go for a ride brings a surprise to this gay story.

41. TARSHIS, ELIZABETH K. *The village that learned to read.* Illustrated by Harold Haydon. Boston, Mass., Houghton Mifflin, 1941. 159 p. $2.00 10-12

Young and old alike were proud of the new school in their village in Mexico. That is, every one but Pedro who wanted to be a bull fighter. This is the story of how he happened to change his mind.

42. THERE WERE GIANTS IN THE LAND. Twenty-eight historic Americans as seen by twenty-eight contemporary Americans. Illustrated by Charles Child. New York, Farrar & Rinehart, 1942. 242 p. $2.00 10-12

Here are the biographies of 28 great men of history written at the suggestion of the U. S. Treasury Department by 28 contemporary writers.

43. WRIGHT, ETHEL B. *Saturday ride.* Illustrated by Richard Rose. New York, William R. Scott, 1942. $1.00 2-4

An overnight train trip complete with picnic supper and breakfast in the dining car is the story of this little book.

Special acknowledgement is due to Nora Beust, Library Service Division, U. S. Office of Education, for her very valuable advice on the books to be included in this list.

SONGS FOR CHILDREN

1. Coleman, Satis N., and Jorgenson, Elin K. *Christmas carols from many countries: A collection of old favorites, familiar carols with new settings... arranged for unchanged voices.* New York, G. Schirmer, 1934. 102 p.

2. Coleman, Satis N., and Thorn, Alice G. *Singing time. Songs for nursery and school.* New York, John Day, 1929. 48 p.

3. Coleman, Satis N., and Thorn, Alice G. *Another singing time.* Illustration by Ruth Carroll. New York, Reynal and Hitchcock, 1937. 48 p.

4. Crane, Walter. *The baby's opera.* A book of old rimes with new dresses. New York, Warne [n.d.], 56 p.

5. Davis, Archibald T., Davis, Katherine K., and Kempf, Frederic W. *Songs of freedom.* New York, Houghton Mifflin, 1942. 143 p.

6. Glenn, Mabelle, Leavitt, Helen S., and Rebmann, Victor L. F. *Song parade.* Boston, Ginn, 1941. 223 p.

7. Graham, M. N. *Fifty songs for boys and girls.* Illustrated by J. L. Scott. Chicago, Albert Whitman, 1935, 60 p.

8. Knowles, Helen C. *Songs and pictures for little folks.* Photographs by Ruth Alexander Nichols. New York, A. S. Barnes, 1938. Unpaged.

9. Nelson, Mary Jarman. *Fun with music.* Illustrated by Grace T. and Olive E. Barnett. Chicago, Ill., Albert Whitman, 1941. 47 p.

10. Surette, Thomas W. *Songs from many lands.* Illustrations by Gertrude Herrick Howe. Edited by the Association for Childhood Education. Boston, Houghton Mifflin, 1937. 80 p.

SOME REFERENCES FOR TEACHERS

1. ALDRICH, C. ANDERSON, AND ALDRICH, MARY M. *Feeding our old-fashioned children.* New York, Macmillan, 1941. 112 p.

*2. ALDRICH, C. ANDERSON, AND ALDRICH, MARY M. *Babies are human beings.* New York, Macmillan, 1944. xii, 128 p.

3. ALSCHULER, ROSE H. *Two to six.* Foreword by Carleton Washburne. New York, Morrow, 1937. xii, 177 p.

*4. AMIDON, EDNA P., BRADBURY, DOROTHY E., AND DRENCKHAHN, VIVIAN. *Good food and nutrition for young people and their families.* New York, Wiley, 1946. 316 p.

*5. ANDERSON, HAROLD H. *Children in the family.* New York, Appleton-Century, 1937. xii, 253 p.

6. BACMEISTER, RHODA W. *Caring for the runabout child.* New York, Dutton, 1937. 263 p.

*7. BARUCH, DOROTHY W. *Parents can be people.* New York, Appleton-Century, 1944, 259 p.

8. BOETTIGER, ELIZABETH F. *Children's play indoors and out.* New York, Dutton, 1938. 189 p.

*9. BOETTIGER, ELIZABETH F. *Your child meets the world outside: A guide to children's attitudes in democratic living.* With an introduction by Jessie Stanton. New York, Appleton-Century, 1941. xvi, 179 p.

10. BRECKENRIDGE, MARIAN E., AND VINCENT, E. LEE. *Physical and psychological growth through the school years.* Philadelphia, Saunders, 1943. 592 p.

11. BROOKS, FOWLER D. *Child psychology.* Boston, Houghton, 1937. xxx, 600 p.

12. CHITTENDEN, GERTRUDE E. *Living with children.* New York, Macmillan, 1944. 163 p.

* Appropriate references for young people.

13. DeSchweinitz, Karl. *Growing up.* New York, Macmillan, 1932. 111 p.

*14. Evans, Eva Knox. *Children and you.* New York, Putnam, 1943. 60 p.

*15. Faegre, Marion L., and Anderson, John E. *Child care and training.* Minneapolis, University of Minnesota Press, 1940. 320 p.

16. Federal Security Agency. *Training high-school students for wartime service to children. Suggestions for administrators and teachers.* U. S. Office of Education, School Children and the War Series, Leaflet No. 5. Washington, D. C., U. S. Government Printing Office, 1943. 60 p.

17. Hartman, Gertrude, and Shumaker, Ann. *Creative expression: The development of children in art, music, literature, and dramatics.* New York, Day, 1932. 350 p.

*18. Hurlock, Elizabeth B. *Modern ways with babies.* New York, Lippincott, 1937. vii, 347 p.

19. Hurlock, Elizabeth B. *Child development.* New York, McGraw-Hill, 1942. xiv, 478 p.

*20. Hurlock, Elizabeth B. *Modern ways with children.* New York, McGraw-Hill, 1943. ix, 393 p.

21. Jersild, Arthur T. *Child psychology.* New York, Prentice-Hall, 1940. xiii, 592 p.

22. Kawin, Ethel. *The wise choice of toys.* Chicago, University of Chicago Press, 1938. ix, 154 p.

*23. Langer, Walter C. *Psychology and human living.* New York, Appleton-Century, 1943. 286 p.

24. Lerrigo, Marion Olive. *Children can help themselves.* New York, Macmillan, 1943. 219 p.

*25. Lowenberg, Miriam E. *Your child's food.* New York, McGraw-Hill, 1939. xvii, 299 p.

*26. Meek, Lois H. *Your child's development and guidance told in pictures.* Philadelphia, Lippincott, 1940. vii, 166 p.

27. MERRY, FRIEDA K., AND MERRY, RALPH V. *From infancy to adolescence.* New York, Harper, 1940. xvii, 330 p.

28. MONSCH, HELEN, AND HARPER, MARGUERITE K. *Feeding babies and their families.* New York, John Wiley, 1943. 386 p.

*29. PERRY, RUTH DAVIS. *Children need adults.* New York, Harpers, 1943. 136 p.

30. POWDERMAKER, FLORENCE, AND GRIMES, LOUISE I. *Children in the family.* New York, Farrar, 1940. vii, 403 p.

31. PRESTON, GEORGE H. *The substance of mental health.* New York, Farrar, 1943. 147 p.

*32. PRYOR, HELEN BRENTON. *As the child grows.* New York, Silver Burdett, 1943. 400 p.

33. RAND, WINIFRED, SWEENY, MARY E., AND VINCENT, E. LEE. *Growth and development of the young child.* Philadelphia, Saunders, 1941. x, 462 p.

*34. SAWYER, RUTH. *The way of the story teller.* New York, Viking, 1942. 318 p.

*35. SCHULZ, LOIS R., AND SMART, MOLLIE STEVENS. *Understanding your baby.* Garden City, New York, Sun Dial, 1942. Unpaged.

*36. SMART, MOLLIE, AND SMART, RUSSELL. *It's a wise parent.* New York, Scribner's, 1944. 206 p.

37. STODDARD, GEORGE D., AND WELLMAN, BETH L. *Child psychology.* New York, Macmillan, 1934. xii, 419 p.

38. STRANG, RUTH. *An introduction to child study.* New York, Macmillan, 1938. xv, 681 p.

*39. STRAIN, FRANCES BRUCE. *Being born.* New York, Appleton-Century, 1937. 144 p.

*40. SWEENY, MARY E., AND BRECKENRIDGE, MARIAN E. *How to feed children in nursery schools.* Detroit, Mich., Merrill-Palmer, 1944. 48 p.

*41. Sweeny, Mary E., and Buck, Dorothy Curts. *How to feed young children in the home.* Detroit, Mich., Merrill-Palmer, 1937. 68 p.

*42. Washburne, Ruth. *Children have their reasons.* New York, Appleton-Century, 1942. xvii, 357 p.

43. Wolf, Anna W. M. *The parents' manual: A guide to the emotional development of young children.* New York, Simon and Schuster, 1941. xix, 331 p.

*44. Zabriskie, Louise. *Mother and baby care in pictures.* Philadelphia, Lippincott, 1941. xi, 208 p.

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